Renaissance Charter School, Inc.

Proposed Start-up Charter School:

Innovation Academy of Excellence
In collaboration with Tallahassee State College

Submitted to:
Tallahassee State College
President Jim Murdaugh
444 Appleyard Drive Tallahassee, FL
Tallahassee, Florida 32304

Submitted on:
June 2, 2025

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MODEL FLORIDA CHARTER SCHOOL APPLICATION

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Table of Contents

EXECUTIVE SUMMARY....3
SECTION 1. MISSION GUIDING PRINCIPLES AND PURPOSE....6
SECTION 2: TARGET POPULATION AND STUDENT BODY....7
SECTION 3: EDUCATIONAL PROGRAM DESIGN....9
SECTION 4: CURRICULUM AND INSTRUCTIONAL DESIGN....18
SECTION 5: STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION....26
SECTION 6: EXCEPTIONAL STUDENTS....30
SECTION 7: ENGLISH LANGUAGE LEARNERS (ELL)....32
SECTION 8: SCHOOL CULTURE AND DISCIPLINE....33
SECTION 9: SUPPLEMENTAL PROGRAMMING....35
SECTION 10: GOVERNANCE....40
SECTION 11: STAFFING AND PERSONNEL....43
SECTION 12: HUMAN RESOURCES....46
SECTION 13: PROFESSIONAL DEVELOPMENT....47
SECTION 14: STUDENT RECRUITMENT AND ENROLLMENT....49
SECTION 15: PARENT AND COMMUNITY INVOLVEMENT....53
SECTION 16: SCHOOL FACILITIES....54
SECTION 17: TRANSPORTATION SERVICE....55
SECTION 18. FOOD SERVICE....56
SECTION 19. SCHOOL SAFETY AND SECURITY....57
SECTION 20: BUDGET....59
SECTION 21: FINANCIAL MANAGEMENT AND OVERSIGHT....61
SECTION 22. START-UP....63
ADDENDUM B: EDUCATION SERVICE PROVIDERS(ESP)....65
CHART OF ATTACHMENTS....67

EXECUTIVE SUMMARY

Renaissance Charter School, Inc. (RECS) proposes the establishment of a highly innovative, future-focused charter middle school serving grades 6–8 on the campus of Tallahassee State College (TSC). Innovation Academy of Excellence, in collaboration with Tallahassee State College, will be a groundbreaking model and the first of its kind in the region—deliberately small, nimble, and designed to deliver high-impact learning through a rigorous, STEM-rich curriculum with a strong focus on workforce readiness and emerging technologies, including artificial intelligence (AI). Innovation Academy of Excellence Innovation Academy of Excellence plans to enroll an initial cohort of 30-40 students per grade level, initially serving approximately 100-120 middle school students. The small size allows for a highly supportive, student-centered approach that promotes both academic excellence and social-emotional development.

Uniquely aligned with TSC and Tallahassee Collegiate Academy (TCA), this middle school offers students an unprecedented opportunity to begin their college and career journey early. Located on a college campus, students are immersed in a collegiate atmosphere that fosters high expectations and raises aspirations—particularly for those who may not have previously envisioned themselves in a college setting. Starting in 7th and 8th grade, students will have access to accelerated coursework through intentional alignment with TCA and the early college environment of TSC. These academic pathways include advanced STEM content, embedded instruction in innovative and AI, project-based learning, and career exploration—positioning students for success in high school and beyond.

The mission of Innovation Academy of Excellence is to develop "Strong Minds and Good Hearts" through an innovative, personalized approach to STEM education. Innovation Academy of Excellence will empower students to succeed academically and socially, ensuring a seamless transition into TCA and beyond. The curriculum emphasizes critical thinking, ethical use of AI, creativity, and civic responsibility within a supportive and diverse learning environment. Guided by this mission, Innovation Academy of Excellence's vision is to cultivate resilient problem-solvers and community-minded leaders equipped with the knowledge, skills, and ethical foundations needed to thrive in college, career, and life. This vision will be realized by fostering a growth mindset, encouraging collaborative learning, and preparing students to address real-world challenges.

Through close collaboration with TCA and TSC, Innovation Academy of Excellence will offer first-of-its-kind access to accelerated coursework, emerging technologies such as AI, and hands-on workforce exploration. This model supports TSC's strategic goals of

increasing postsecondary enrollment and preparing students for success in high-demand, future-focused career fields.

Innovation Academy of Excellence is designed to meet evolving educational, and workforce demands, with a focus on adaptability, innovation, and relevance. This middle school model sets a new standard for grades 6–8, preparing students to thrive in future academic, technological, and professional environments.

Launching with grades 6–8 in Year 1, Innovation Academy of Excellence will offer a highly focused and personalized experience that emphasizes workforce readiness, STEM learning, early college exposure, and individualized instruction rooted in strong student-teacher relationships. Strategically aligned with TCA, the model creates a seamless 6–12 pathway that connects middle school, early college high school, and postsecondary education and career opportunities. This structure provides students with a strong academic foundation, early access to college-level learning, and a forward-looking mindset beginning in middle school.

Innovation Academy of Excellence will implement the CSUSA Education Model (Education Model), based on Dr. Robert J. Marzano's research on effective schooling, as the foundation of an academic plan. The Education Model ensures delivery of a Guaranteed and Viable Curriculum (GVC) based on state-adopted benchmarks and standards and embeds a continuous improvement cycle to drive teaching and learning across grade levels, subject areas, and the learning environment. The curriculum will integrate the strategies and activities listed below.

- STEM concepts & early career exploration: Students will take introductory Career and Technical Education (CTE) courses and participate in STEM competitions. Subjects will include digital information technology, cybersecurity, and AI ethics.
- Project-based learning (PBL): Students will complete interdisciplinary PBL projects each year that tackle real-world challenges. These projects will develop critical thinking, problem-solving, and collaboration skills, which are essential for success in both college and careers.
- Dual Enrollment and Workforce Readiness: By the end of 8th grade, students will be prepared for dual-enrollment opportunities at TCA, giving them access to college-level courses in high-demand fields. Eighth grade students will have the opportunity to take high school, CTE and accelerated courses through TCA. Innovation Academy of Excellence will also expose students to CTE pathways such as cybersecurity, healthcare, and agriculture, ensuring they are well-prepared for both academic and career challenges.

- Innovative Learning Environments and AI Integration: Innovation Academy of Excellence will integrate cutting-edge technologies, including AI tools, to enhance learning. AI will be incorporated in core subjects in developmentally appropriate ways, from early literacy in lower grades to ethical AI use in middle school. Innovation Academy of Excellence will also offer specialized STEM labs, makerspaces, and an innovative AI lab, providing hands-on learning experiences for students.

Daily operations will be managed by CSUSA under a performance-based management agreement. CSUSA will provide curriculum specialists, operational staff, and special populations support, all working in close collaboration with Innovation Academy of Excellence's leadership team to meet clearly defined academic, operational, and financial goals. Transparent, data-driven decision-making will be supported through monthly reports and regular performance reviews based on the management agreement, ensuring a culture of continuous improvement and accountability.

The target enrollment is 100-125 students in Year 1. The enrollment process will adhere to the Controlled Open Enrollment statute, allowing students from Leon, Wakulla, Gadsden and Jefferson counties to apply for admission. Information sessions, virtual and in-person community tours, and direct engagement with families will promote the unique opportunities available through this 6-8 program.

Innovation Academy of Excellence will utilize a transparent, equitable lottery system to ensure all families have an equal opportunity to enroll. Key messages promoting Innovation Academy of Excellence will highlight its unique STEM focus, early college preparation, and strong ties to TCA. Enrollment will be supported through an easy-to-navigate online system, with staff available to assist families throughout the application process.

This proposal presents a bold, innovative approach to 6-12 education. By leveraging the resources of CSUSA, TSC and TCA, Innovation Academy of Excellence will provide a seamless pathway from elementary through high school, preparing students for success in both college and career. With an emphasis on STEM education, ethical AI use, and early career exploration, this 6-12 school will serve as a model for future-focused education in the Tallahassee region, preparing students for success in an ever-changing world.

SECTION 1. MISSION GUIDING PRINCIPLES AND PURPOSE

Mission

Innovation Academy of Excellence's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.

Vision

Innovation Academy of Excellence's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

Guiding Principles & Purpose

Innovation Academy of Excellence is designed to meet the moment—responding to what families today want most in a middle school: relevance, rigor, and real-world readiness. Through a groundbreaking academic model, Innovation Academy of Excellence reimagines what is possible in middle school education and offers a unique public-school choice in the region.

Aligned with Tallahassee State College (TSC) and Tallahassee Collegiate Academy (TCA), Innovation Academy of Excellence delivers an accelerated, connected academic experience that begins in middle school and continues through high school graduation and beyond. It serves as a launchpad where students not only imagine their futures but begin building them.

The educational plan focuses on improving student learning and achievement, expanding access to innovative learning opportunities, and fostering academic excellence through the CSUSA Education Model. This includes a standards-based, STEM-rich curriculum, experiential and place-based learning, and the ethical use of artificial intelligence (AI) to cultivate the knowledge, mindset, and practical skills students need to thrive.

A balanced assessment system aligned with Florida's accountability measures will monitor progress, and each student will have a Personalized Learning Plan (PLP) to set and track personal and academic goals. Parents will be active partners in the process, with access to the student progression plan, Innovation Academy of Excellence information system (SIS), and regular updates through student-led data chats.

Students will go beyond mastering content—they will find purpose, explore career pathways, and prepare for early access to dual enrollment and industry-recognized credentials. In a diverse and supportive environment, they will develop critical thinking, creativity, civic responsibility, and the ethical use of AI—growing into community-minded leaders ready for the future.

SECTION 2: TARGET POPULATION AND STUDENT BODY

Innovation Academy of Excellence will open with a targeted enrollment of 100-125 students across grades 6–8. Designed to be intentionally small and supportive, this school offers an academically rich environment that reflects the diversity and aspirations of the Tallahassee region. Innovation Academy of Excellence's size and setting create a personalized, high-quality academic environment with direct pathways into early college and workforce preparation through Tallahassee State College (TSC).

Controlled Open Enrollment:

Under Florida's open borders policy, Controlled Open Enrollment allows any student within the state to enroll in a school with available space, regardless of district boundaries. More information is available in our Lottery Rules and Procedures or on the FL DOE's Controlled Open Enrollment page.

Geographic Area & Projected Student Population

Innovation Academy of Excellence will serve students from Leon, Gadsden, Wakulla, and Jefferson Counties. These counties fall within TSC's service area and reflect Innovation Academy of Excellence's goal of improving access to innovative education for historically underrepresented and economically disadvantaged students. The goal is to serve a diverse student population reflective of the region.

To determine Innovation Academy of Excellence's projected student population, statistical profiles of public middle schools within the general vicinity of TSC were developed using 2023-2024 publicly available reports from the Florida Department of Education (FLDOE) Know Your Data website at the time of the analysis. This data reflects a projected student population of approximately 58% of students identified as economically disadvantaged, 10% as students with disabilities, and 2% as English Language Learners. Racial and ethnic demographics closely reflect regional trends, with 42% White, 40% Black, 11% Hispanic, 3% Asian or Other, and 4% Multiracial. Innovation Academy of Excellence is committed to being inclusive and will actively recruit students of all backgrounds, with a strong emphasis on ensuring access and opportunity for all learners.

The enrollment projections detailed below are based on anticipated family interest and alignment with TCA's enrollment plan to develop a consistent pathway for students that feeds directly into TCA. This seamless academic experience will integrate college-level opportunities and strategically prepare students for high-demand STEM fields. Innovation Academy of Excellence's will establish an academic foundation that provides students access to dual enrollment coursework and workforce-aligned pathways through TSC.

The target audience for marketing and enrollment efforts is as follows:

Primary: Families with children in grades 6-8 in the Tallahassee area; specifically, those families seeking school choice options where family members of current TCA students,

particularly those interested in STEM, workforce development and college preparatory pathways.

- Secondary: TSC/TCS faculty and staff families, local businesses, community organizations, higher ed and STEM industry partners.
- Tertiary: Local media, Tallahassee State College alumni, and potential donors.

A small learning community supports Innovation Academy of Excellence's mission to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education. Early college and dual enrollment opportunities require strong student advising, which is manageable at a smaller scale. Additionally, facility capacity and staffing efficiency are optimized at 125 students. During initial years of operation, the school will explore the potential for enrollment expansion.

Enrollment Projections by Year and Rationale for Enrollment Size and Structure

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Sixth	40	40	40	40	40
Seventh	40	40	40	40	40
Eighth	40	45	45	45	45
TOTAL	**120**	**125**	**125**	**125**	**125**

The school will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. Innovation Academy of Excellence's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, Innovation Academy of Excellence design will be modified and projections amended to reflect necessary compliance, which may include modifications to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at Innovation Academy of Excellence wide average.

SECTION 3: EDUCATIONAL PROGRAM DESIGN

Innovation Academy of Excellence is designed to lead Florida in middle school innovation by embedding ethical AI tools into every facet of teaching and learning while maintaining a strong foundation in academic excellence, relevance, and engagement. This approach integrates place-based and project-based learning with career exploration, STEM immersion, and real-world workforce readiness, all while ensuring adherence to Florida approved benchmarks and standards for learning. The full curriculum guide is under development and will be ready for fall 2025 implementation.

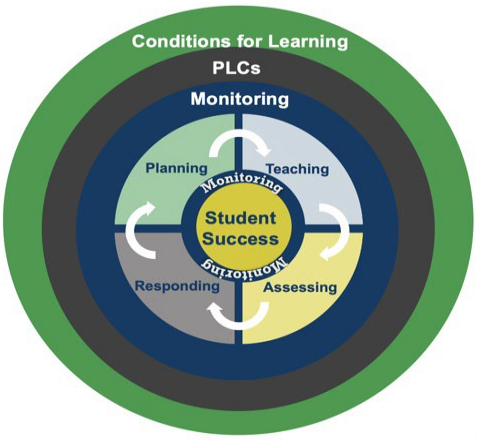
The CSUSA Education Model (Education Model) provides the foundation for Innovation Academy of Excellence's educational program design and represents an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of state adopted benchmarks and standards. The GVC is comprised of a year-long instructional plan for each grade level and subject area. Its composition is primarily a combination of factors that have strong correlations with academic achievement, "opportunity to learn" and "time," which address the extent to which the curriculum is "guaranteed" (Marzano, 2017):

- **Guaranteed:** Establishes the learning skills considered essential for ALL students, a learning environment set up to ensure that academic achievement and optimal learning occurs for ALL.
- **Viable:** Ensures that the curriculum content for a given course or grade level can be adequately addressed in the time available.

The model embeds a continuous improvement cycle that drives a student-centered and data-driven approach for teaching and learning. Implementation of the model will be enhanced by ethical, purposeful AI integration that supports differentiation, relevance, and student engagement across all content areas.

CSUSA Education Model

The CSUSA Education Model embeds a continuous improvement process to drive teaching and learning across grade levels, subject areas, and the learning environment. The process facilitates better understanding among administrators and teachers of what students need to ensure academic success. Each element of the Education Model is described below.



1. **Conditions for Learning:** Conditions for learning encompass rules, guidelines, and expectations for developing and maintaining a safe and supportive school environment that allows students to focus on academics and feel comfortable taking risks. The instructional leadership team will support all staff in developing and maintaining a safe, supportive, challenging, and socially and emotionally nurturing school community. This includes:
    - Establishing clear rules that are delineated and consistently enforced.
    - Keeping students safe from physical and emotional harm while on school property.
    - Supporting students as they cope with social and emotional challenges.
    - Ensuring students feel connected to adults in the school community.
    - Ensuring students feel teachers care about their wellbeing and treat them considerately.
    - Providing students with opportunities to set goals and demonstrate growth.
    - Cultivating an environment where differences are respected among all stakeholders.

2. **Professional Learning Communities:** PLCs will meet on a regular schedule to allow middle school educators to share expertise, analyze student work, bolster the quality of instruction, and improve students' academic performance. Teachers will use data to measure the efficacy of their teaching against performance, develop small group instructional plans that target specific student needs, and track benchmarks/standards. PLCs centered on these critical elements will foster professional collaboration, enhance decision-making, and ultimately develop higher levels of learning of both teacher and student.

    To help establish a strong foundation for PLCs, the instructional leadership team members will facilitate these meetings weekly and document next steps and evidence of student and teacher learning. Based on capacity, teachers will then take on the role of lead facilitators, and PLCs will run more autonomously. Additionally, the PLC structure will ensure a consistent focus on the following four questions (DuFour, 2016):

- What do we want each student to learn?
- How will we know if a student has learned?
- How will we respond if a student hasn't learned it?
  How will we respond if a student has learned it?

3. **Consistent Monitoring:** Consistent monitoring reflects a vigilant focus on the application of each component of the Education Model to ensure schoolwide fidelity of implementation. The instructional leadership team will actively monitor the conditions for learning, PLCs, data chats, lesson plan reviews, and classroom observations, among other means, to gauge efficacy of each component. Assessments will also support instructional monitoring and the prompt identification of necessary remediations through proficiency tracking and analysis of student growth and student subgroup performance. To further support consistent monitoring, the Curriculum Resource Teacher (CRT) will work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below. CRTs will provide frequent feedback on lesson plans to ensure benchmarks/standards alignment and differentiated instruction. Teachers will monitor attainment of benchmarks/standards at the classroom-level through frequent formative assessments. This regular monitoring will allow for intra-unit instructional adjustments.

The Education Model has four components that drive the teaching and learning cycle:

4. **Planning:** Planning guides will equip teachers with the resources needed to ensure all curriculum, assessment, and instruction are aligned to the intent and rigor of state-adopted benchmarks/ standards. These resources include Instructional Focus Calendars (IFCs), curriculum maps, and lesson plan templates. Planning guides will be utilized to define the teaching and learning roadmap and will provide the foundation for responsive teaching (plan, teach, assess, respond). Teachers will utilize planning guides to develop engaging and rigorous standards-based lessons and provide multiple opportunities for small-group instruction.

5. **Teaching:** Rigorous standards-based instruction will reflect a variety of research and evidence-based instructional strategies. These strategies will be aimed at developing depth of knowledge alongside content knowledge, and ensuring instruction is aligned to the true intent and rigor of the benchmark/standard. Teachers will be equipped with the appropriate training and feedback to increase the complexity of their lessons and flexibly employ instructional strategies to meet individual student needs and build active engagement.
6. **Assessments for Learning:** Assessments will drive instruction and serve as the bridge between teaching and learning. Baseline data will be gathered and analyzed to help all faculty understand where individual students, cohorts of students, and grade levels are "entering the learning." This will drive the identification of prior learning gaps and areas of strength. A Balanced

Assessment System (BAS) will be used to identify tri-annual interim benchmark assessments, baseline and diagnostic assessments, and Instructional Focus Assessments (IFAs) which correspond to IFCs and will be administered after each core subject instructional unit to determine areas for remediation. Interim benchmark assessments will provide school leadership with information on standards-based proficiency.

7. **Responding:** Responsive teaching (planning, teaching, assessing, responding) is reflective of the results of classroom and schoolwide formative assessment analysis. Teachers will collaborate during PLC time to analyze their standards-based assessment data and interim benchmark data for progress monitoring. As standards are tracked, action plans will be developed to outline how teachers will address any instructional gaps, as well as how they can both remediate and enrich lessons based on the data. The end goal of action planning is to prepare for effective delivery of core content and small group instruction. Based on data analysis, teachers will organize students into intervention or enrichment groupings. These groupings are described further below.

   Data chats will take place under the guidance of a school administrator or CRT after select assessment windows and are focused on progress monitoring. At the discretion of the instructional leadership team, data chats may occur more frequently, using teacher-created, formative assessments. The purpose of data chats is to ensure all teachers understand the connection between effective instruction and student achievement. Data chats provide teachers with the opportunity to intentionally plan for student growth and build expertise in analyzing data. At the classroom-level, formative assessments occur at a hinge point in the lesson, allowing teachers to respond to the data in real time. These assessments are embedded in the lesson plan and their data will be used to identify learning gaps so that teachers can respond with individual, small group, or whole group reteaching.

Personalized Learning Plans (PLPs)

The school will develop innovative, personalized learning plans (PLP) for each student that align with TCA's high school pathway, ensuring continuity and preparing students for the demands of TCA's dual-degree programs. Through PLPs, students will explore their interests and strengths, engage in foundational STEM activities, and practice self-directed learning, fostering a proactive approach to goal setting and career planning. This early focus on personal and academic growth primes students for TCA's individual learning pathways, where they will ultimately pursue both a high school diploma and an Associate of Science degree or equivalent transferable credits. Innovation Academy of Excellence will integrate the key features listed below as part of its educational program design and implementation of the Education Model.

Key Programmatic Features:

1. **AI Across the Curriculum:** Core subjects integrate AI-powered supports such as writing assistants, data analysis tools, and adaptive feedback systems. Examples include AI-supported science labs, chat-based writing tutors, and predictive math modeling applications—all introduced with an emphasis on ethical and responsible use.
2. **STEM and Workforce Pathways:** Aligned with Tallahassee State College (TSC) programs, students will explore high-demand fields like cybersecurity, healthcare, agri-tech, and energy systems through simulations, career platforms, and design-based learning.
3. **Immersion Weeks and Career Exploration:** Each grade will participate in STEM Immersion Weeks, featuring:
    - Environmental monitoring with drones and data platforms
    - Generative AI tools for storytelling and presentations
    - Prototyping using design thinking software
    - Community-based challenges and exhibitions
4. **Virtual Mentorship & TSC Alignment:** Students will engage with TSC faculty and industry professionals through virtual mentorship, guest lectures, and collaboration on real-world projects. Early exposure prepares students for dual enrollment and future career credentials.
5. **Student Projects with AI Co-Pilots:** Students will lead interdisciplinary projects supported by AI tools for research, planning, and presentation. Projects emphasize inquiry, creativity, and ethical innovation using tools like AI video editors, content analyzers, and interactive design platforms.
6. **AI Ethics and Citizenship:** Innovation Academy of Excellence will embed digital literacy and AI ethics across grade levels. Students will explore case studies, simulate decision-making scenarios, and engage in discussions around responsible tech use, privacy, and impact on society.

This intentional design ensures students don't just consume content—they apply learning to real-world challenges, build resilience, and engage with the technologies shaping the future.

<u>Academic Pathways</u>
Innovation Academy of Excellence will introduce students to foundational STEM concepts, integrating hands-on learning experiences and an introductory focus on STEM micro- credentials as early as grade 6. By beginning these elements in elementary and middle school, students will have the opportunity to cultivate an early interest in STEM fields and career readiness. Students will be positioned to seamlessly transition to TCA, where they can benefit from:

- **Educational Impact on the Community:** Establishing this partnership school will extend the influence of TCA and TSC by expanding educational opportunities to younger students, fostering a college-going culture from elementary school. This early access model:
    - Supports TSC's priority to increase postsecondary enrollment and readiness.

    - Addresses the community's needs by preparing students for high-demand, high-wage career fields that are essential to the local economy and beginning that preparation early on.
    - Enhances the community's talent pipeline by establishing a steady flow of students who are prepared to contribute to regional economic growth.
- **Commitment to Student Success:** To ensure every student has the resources and guidance to reach their full potential; focusing on removing barriers to student achievement, such as academic gaps and lack of support systems. Through individualized planning, personalized attention, and supportive mentorship, each student will have a tailored educational plan aligned with their goals. As students progress to TCA, they will benefit from:
    - Intensive college and career counseling beginning in middle school.
    - Supportive dual-enrollment options that are easily accessible with Innovation Academy of Excellence being located on the main campus of TSC and in close proximity to TCA. In 7th/8th grade, students are ensured they are equipped for both academic and practical experiences in their selected fields.
- **Strategic Collaboration with Tallahassee State College (TSC):** The partnership between CSUSA, TCA, and TSC establishes a cohesive 6-12 educational model that:
    - Bridges academic preparation with career-focused training directly supporting the strategic priorities of TSC.
    - Promotes a collaborative environment that involves TSC faculty, local businesses, and community organizations in program development to ensure curricula meet regional workforce needs.
    - Provides middle schools students with a streamlined transition from elementary school through college, significantly increasing the percentage of students who not only attend college but are well- prepared for the demands of higher education and the workforce.

<u>Long-Term Enrollment and Supportive Programming</u>

As we establish this 6-8 foundation, our enrollment plan supports structured growth that ensures each grade level is appropriately phased in to maintain the quality of our academic and support services. Based on community interest and projections, we anticipate full enrollment of 120-125 by Year 2 approximately 40 students per grade dependent upon grade level. Enrollment numbers are based on market demand and wait list numbers at schools of choice in the targeted region. This planned growth will allow the 6-8 school and TCA to consistently provide students with Personalized Learning Plans (PLPs), foundational skills, and the tailored educational supports they need to successfully meet the demands of higher-level coursework in high school.

By beginning this educational journey at an innovative middle school, students will enter TCA prepared, not only academically but with a strong sense of purpose and alignment to TCA's vision. This growth plan aligns with the community's educational needs and demonstrates our commitment to making the 6-8 school and TCA an invaluable resource for families in Tallahassee.

Early Collegiate Experiences, Career Technical Education and Project Based Learning
The innovative practices in middle school will prepare 7th and 8th-grade students for advanced study by offering foundational Career and Technical Education (CTE) and academic credits. These initiatives will ready students for rigorous coursework in high school and beyond, particularly in high-demand fields that align with the regional workforce needs identified by Tallahassee State College (TSC).

An articulation agreement between CSUSA, Tallahassee Collegiate Academy (TCA), and TSC ensures that students, many with little access to innovative educational systems, who successfully complete 8th grade with guaranteed a pathway to TCA.

Innovation Academy of Excellence will serve students from ages 11-14 in grades 6-8, in accordance with the Controlled Open Enrollment statute (§ 1002.31, F.S.). This statute permits parents from any district in Florida to enroll their child at the school, provided the student is not under current expulsion or suspension, and Innovation Academy of Excellence has available capacity. Projected enrollment data and demographic profiles of local public schools have been gathered and summarized in Section 2 to forecast the school's student population.

These statistics, sourced from the latest (2022-2023) Florida Department of Education (FLDOE) reports available on the "Know Your Data" platform, have helped guide the development of the programming and resources detailed in this application.

"All 6-8 class sizes will adhere to ss. 1003.03 and 1002.33(16)(b)3., F.S., ensuring compliance with Florida state statutes. Enrollment in dual enrollment courses will be guided by existing TCA policies, and the method of delivery will be determined accordingly."

Learning Environment & Research Base
The learning environment will reflect Innovation Academy of Excellences vision to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

Class Size

Innovation Academy of Excellence facility will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools.

The staffing model, facility design, and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, Innovation Academy of Excellence design will be modified and the projections amended to reflect necessary compliance, which may include modification to the facility, staffing plan, and/or enrollment. For the upcoming

school year, charter schools are mandated to comply with class size at schoolwide average.

Research Base

The research on effective schooling by Dr. Robert J. Marzano provides the basis for Innovation Academy of Excellence's educational program. Marzano provides a framework for creating schools that positively affect student achievement categorized into three general factors:

School-level factors

Guaranteed and Viable Curriculum: The GVC outlines the specific learning outcomes within the NGSSS and Florida Standards/B.E.S.T. Standards and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction.

- Challenging Goals and Effective Feedback: Marzano's second school-level factor is "challenging goals and effective feedback." This factor is a combination of effective monitoring and pressure to achieve.
- Safe and Orderly Environment: The need for a safe and orderly environment that is rooted in clear expectations and procedures is critical to ensuring a school environment that is conducive to learning.
- Collegiality and Professionalism: In a collegial environment, teachers are supportive of one another in their attempts to learn and grow as professionals.

Teacher-level factors

When a teacher possesses a high level of skill and knowledge in the following three teacher-level factors, the impact is the most powerful on student achievement (Marzano).

1. Instructional Strategies –The effective and systematic use of research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.
2. Classroom Management – Teachers focus on four areas for effective classroom management: (1) establishing and enforcing rules and procedures; (2) carrying out disciplinary actions; (3) teacher and student relationships; and (4) maintaining an appropriate mental set.
3. Classroom Curriculum Design – Adherence to the following principles of Marzano's research: Learning is enhanced when a teacher identifies specific types of knowledge that are the focus of a unit or lesson; Learning requires engagement in tasks that are structured or are sufficiently similar to allow for effective transfer of knowledge; Learning requires multiple exposure to and complex interactions with knowledge.

Student-level factors:

- Home Environment: The home environment is comprised of three elements: Communication about school; Supervision; Parental expectations and

parenting style.

- Learned Intelligence/Background Knowledge: Background knowledge is directly related to learned intelligence and student achievement. To promote the acquisition of learned intelligence and background knowledge, Innovation Academy of Excellence will use projects, school-based excursions, and internships to provide a framework that ensures students develop a strong foundation in disciplines that will benefit their personal understanding and career-choice potential.

Supplemental Academic Support

Tutoring: Targeted academic support is available in core subject areas to reinforce skills, build confidence, and ensure students remain on pace with grade-level expectations. Tutoring sessions may be offered in the morning d/or an after school.

Innovation Collegiate AI Edge: Held before key assessments, intensive support provides clearly designed and focused review and practice to prepare students for benchmark and state exams using proven strategies and tools. Support will be provided based on individual needs and as part of each students PLP.

Digital Platforms for Personalized Practice: Students access online tools—including AI-supported platforms—for individualized math, reading, and writing practice that adapts to their skill level and learning pace.

SECTION 4: CURRICULUM AND INSTRUCTIONAL DESIGN

The curriculum will align with Florida's state-adopted benchmarks, including the B.E.S.T. standards for ELA and Math, the State Academic Standards for Science, and the Next Generation Sunshine State Standards for Social Studies. The Education Model ensures effective delivery of the GVC for all students. Teachers will use a variety of instructional resources aligned to the scope and sequence to support mastery of grade-level content and readiness for state assessments and high school pathways. Curricular tools will be regularly reviewed and updated based on student needs, with ongoing professional development provided to support instructional planning. Courses offered will align with the FLDOE's annual course code directory, and the GVC will be updated as benchmarks, standards, and assessments evolve.

The overview below provides a snapshot of curriculum for core content areas. Additionally, Innovation Academy of Excellence will implement CSUSA's approved Reading Plan and Student Progression Plan, as applicable to the proposed model.

Grades 6–8 Curriculum Overview

Subject Area	Grade 6	Grade 7	Grade 8
English Language Arts	ELA 6 (B.E.S.T.)	ELA 7 (B.E.S.T.)	ELA 8 (B.E.S.T.) or English I Honors
Mathematics	Math 6 or Accelerated Math	Math 7 or Pre-Algebra	Pre-Algebra or Algebra I Honors (EOC required)
Science	Comprehensive Science 1	Comprehensive Science 2	Physical Science Honors or Integrated STEM Science
Social Studies	World History	Civics	U.S. History
STEM/CTE Electives	Digital Tools / Intro to Coding	Cybersecurity & Ethical AI Foundations	Digital Info Tech / High School CTE Course
Exploratory/Elective	Art, Music, PE, Health, Spanish	Art, Music, PE, Health, Spanish	Leadership, Career Planning, Spanish, Innovation Lab
Acceleration	—	PBL accelerator / Math adjustments	HS credits: English I, Algebra I, Physical Sci, CTE

Innovative 6-8 programs will emphasize critical thinking, problem-solving, and collaboration skills, key competencies that TCA continues to develop through advanced coursework and specialized career pathways. By introducing students to project-based learning, exploratory STEM activities, and self- assessment exercises, Innovation Academy of Excellence will cultivate a growth mindset and adaptability, preparing students to seamlessly transition to TCA's high school environment, where these skills are essential for success in college and career readiness.

Project-Based Learning (PBL) will be integrated across all subjects, using interdisciplinary approaches, AI tools, and community partnerships to bring learning to life. Students will engage deeply in collaborative, AI-enhanced projects that connect multiple content areas and build real-world problem-solving skills. At the culmination of their learning, they will participate in a Capstone STEM Challenge, showcasing innovation, critical thinking, and applied knowledge.

Additionally, Innovation Academy of Excellence's integration of state curriculum requirements with early career exploration and practical skill-building aligns with TCA's mission to meet the workforce needs of the future. By focusing on foundational skills and early exposure to career possibilities; ensuring that students arrive at TCA ready to deepen their educational pursuits, contribute meaningfully to their communities, and excel in their chosen fields. Through this strategic 6-8 alignment, the school will work in tandem to create a comprehensive educational journey that empowers students from kindergarten through high school graduation and beyond. Add curriculum for early career exploration in lower grades.

Core Curriculum Approach

English Language Arts (ELA):

- Students will engage in critical reading, writing, speaking, and listening.
- AI tools will support drafting, revising, and multimedia storytelling.
- Curriculum will include literature analysis, argument writing, research projects, and cross-curricular integration with social studies.

Mathematics:

- Courses include 6th–8th grade math, Algebra I, and Geometry where appropriate.
- Adaptive AI platforms will provide visual explanations and real-time feedback.
- Students will explore mathematical modeling, coding logic, and data science fundamentals.

Science:

- Hands-on lab experiences will be augmented by virtual simulations and AI-supported experiments.
- Curriculum includes Earth/Space, Life, and Physical Science standards.
- Emphasis on inquiry, engineering design, and connections to environmental sustainability.

Social Studies:

- Courses cover civics, U.S. history, world cultures, economics, and geography.
- Students will use data visualization tools and historical simulations to understand change over time.

- AI-supported research and scenario-based problem solving will be integrated.

Electives and Innovation Courses
Innovation Academy of Excellence seeks to provide innovative courses that support course progression in alignment with TCA and will work to the following middle school electives:

- AI & Digital Ethics: Introductory exploration of how AI impacts society
- Design Thinking Lab: Innovation challenges using iterative design cycles
- Financial Literacy: Real-world simulations using AI to explore budgets and decision-making
- Creative Media & Digital Storytelling: Multimedia projects using generative tools

Grade 8 High School Credit Opportunities

Subject Area	High School Credit Course(s)	Credits Earned	Counts Toward Graduation
English	English I Honors	1.0	Yes – English requirement
Mathematics	Algebra I Honors (EOC required)	1.0	Yes – Math requirement
Science	Physical Science Honors	1.0	Yes – Science requirement
CTE / Electives	Digital Info Tech, Programming, Cybersecurity	Varies (typically1.0)	Yes – CTE/Elective

The seamless course progression in alignment with Tallahassee Collegiate Academy, and ultimately to Tallahassee State College, is designed to prepare students for high school success and facilitate a smooth transition to college-level coursework, with a STEM and project-based learning (PBL) focus. Here's how the curriculum at the 6-8 school aligns with, and builds, towards TCA's high school program:

Core Academic Foundation: Students will receive rigorous foundational instruction in core subjects (English, Math, Science, Social Studies) that aligns with state standards, including the B.E.S.T. standards in ELA and mathematics. The curriculum will focus on skills such as critical thinking, inquiry-based learning, and real-world applications through project-based assignments. This foundation ensures that students are well-prepared to meet the demands of TCA's high school program, particularly in subjects that lead to standardized assessments and dual-enrollment options.

1. **STEM Integration, Competitions, and Early Workforce/Job Readiness Exposure:** Innovation Academy of Excellence will introduce students to basic principles in STEM fields, such as introductory courses or activities in technology, AI, science applications, and mathematical reasoning. Students will begin early AI and career path learning in upper elementary grades to prepare students for academic offerings in upper grades and in middle school. This exposure will also set a foundation for more specialized high school courses,

such as Cybersecurity Essentials, Digital Information Technology, and introductory Health Sciences offered at NAME Potential competitions include:

- **ArcGIS Online Competition** ArcGIS Award Page. This mapping competition for students in grades 4–12 challenges participants to create and analyze maps that address real-world issues. Through ArcGIS Online, students apply geography, data analysis, and presentation skills, deepening their understanding of environmental and social issues while working with a professional-grade mapping tool.
- Future City Competition Future City Award Page In this STEM-focused competition, students use engineering, math, and technology skills to design and build cities that address real- world challenges. The Future City Competition fosters creative problem- solving as students work in teams to develop innovative, sustainable cities, enhancing their critical thinking and collaboration skills while exploring engineering and urban planning. Participation in these competitions gives students an edge; particularly those interested in STEM-focused careers and fields. These experiences also support readiness for TCA's advanced STEM coursework.

2. **Dual Enrollment Readiness:** The curriculum is structured to ensure that by the end of 8th grade, students have developed strong study habits, foundational knowledge, and time- management skills essential for dual-enrollment courses.

To craft a truly unique 6-8 STEM program, Innovation Academy of Excellence will provide cutting-edge technologies, engaging experiences, and community involvement to create a dynamic learning environment that empowers young minds. Potential programmatic offerings include:

<u>STEM Pathways with Progressive Complexity</u>

6th Grade:

- Accelerate STEM concepts through play-based learning. Focus on foundational skills like basic coding, scientific exploration, and AI robotics using kid-friendly tools. Incorporate early AI literacy through interactive digital games that teach responsible technology use in a safe, monitored setting.
- Incorporate early virtual lab simulations. Potential resources include programs such as LabXchange Virtual Lab Simulations and AI-based educational tools from RobotLAB AI Lab, giving students an interactive introduction to real-world STEM applications and AI-driven learning. Specific program(s) to be identified.
- Integrate virtual lab experiences and AI-based learning tools. Programs to be determined. Potential options include programs such as LabXchange Virtual Lab Simulations and RobotLAB AI Lab to enhance students' understanding of complex concepts through experiential learning.

Grades 6-7:

- Students continue to build on STEM concepts with higher level foundational skills with scientific exploration, and introductory robotics using innovative, age-appropriate AI tools that continue to teach responsible technology use in a safe, monitored setting. AR experiences and programs that expand the walls of a typical classroom.

Grades 7-8:

- Students will take early CTE courses and have accelerated pathways for learning. Courses will offer more in-depth exploration of technical skills, preparing students for future high school CTE opportunities. Students will engage in more advanced AI, engineering, and technology topics, allowing them to choose pathways that align with their interests and career aspirations.
- AI Integration Across Grade Levels: AI will be incorporated into core content in developmentally appropriate ways through approved curriculum in content areas and through innovative implementation to address individual student needs. For example, lower grades will use AI for speech-to-text to support early literacy via FLDOE approved curriculum programs that offer AI components. Middle school students will work on innovative projects to use their own AI models to solve real- world problems including digital citizenship, and the ethical use of AI, to help students understand its societal impact and how to responsibly engage with emerging technologies will ground programming in best practices.

Field Excursions, Externships and Partnerships

- **Field Excursions:** Create experiences beyond the classroom by partnering with local institutions: These experiences will transition to "field experiences" where students will engage in place-based early workforce opportunities and further STEM exploration. Students will participate in hands-on activities that connect their learning directly to workforce settings, allowing them to explore and apply STEM concepts in real-world environments.
    - Tallahassee Museum: Explore the intersections of biology, environmental science, and technology.
    - Innovation Park: Give students a glimpse into ongoing research and STEM careers, showcasing science in action.
    - Tallahassee International Airport: Aerodynamics, logistics, flight technologies.

<u>Community Partnerships</u>

- **Tallahassee State College:** Engage college faculty for workshops and mentorship opportunities, leveraging TSC labs for student experiments.

- **Challenger Learning Center:** Provide students with immersive STEM experiences through simulated space missions and hands-on activities that connect classroom learning to real- world applications.
- **Mag Lab:** Partner with the National High Magnetic Field Laboratory (Mag Lab) to expose students to advanced research in physics and engineering, offering field trips and workshops to inspire interest in cutting-edge scientific fields.
- **City of Tallahassee/Leon County Governmental Agencies:** Establish a partnership with the local government for civic STEM projects, like using AI to design smart city solutions. Students can assist city planning initiatives by conducting research and presenting their ideas on city improvements, such as improving local parks.
- **City of Tallahassee/Leon County EMS (Middle School Partnership):** Collaborate with EMS teams to engage students in hands-on, age-appropriate STEM learning focused on emergency services and public health. Middle schoolers will explore how EMS responds to emergencies, use simple simulations to understand vital signs and first aid, and examine how technology like GPS and AI helps in dispatch and care. Students will propose ideas to support faster response times or safety improvements, fostering early career awareness in health sciences and public service.
- **Local Tech Companies:** Collaborate with companies to provide students with guest speakers, mentorship, and insight into how technologies like AI, cybersecurity, and automation are transforming various industries. For example, students could tour a local robotics company to see applications in manufacturing.
- **AI Tech Companies:** Partnering with national teams, students and faculty will work on collaboratively on program pilots to advance student learning and experiences.
- **Innovative STEM Labs and Makerspaces:** Equip Innovation Academy of Excellence a specialized STEM lab and makerspace tailored to middle school where students can build prototypes, experiment with coding, and explore AI tools. These spaces will encourage collaboration and creativity, offering 3D printers, VR headsets for virtual field trips, and robotics kits.
- **Innovation Central, an AI Google Tech Lab:** Innovation Academy of Excellence Academy will also have a specialized AI Google Tech Lab, designed to give students hands-on experience with AI tools and technologies provided by Google. This lab will enable students to explore machine learning, data analysis, and AI-driven problem-solving, providing a modern, high-tech environment that aligns with the needs of future workforce readiness.

<u>STEM Showcases and Community Engagement</u>

- **Annual STEM Expo:** Host an event where students showcase their projects to parents, community members, and local experts. Projects could range from AI-generated art exhibits to engineering prototypes for community innovative challenges.
- **STEM Ambassadors:** Form a student-led STEM ambassador group that collaborates with local businesses and city officials on community STEM projects. Ambassadors will work with partners to solve community issues, such as

collaborating with the local environmental agency to create a recycling campaign or designing water conservation technologies.

Focus on Inquiry and Real-World Problem Solving

- **Project-Based Learning (PBL):** Implement PBL units where students identify local challenges and propose STEM-based solutions. For example, a unit could focus on sustainability, challenging students to create AI tools that help reduce Innovation Academy of Excellence's carbon footprint. Potential projects include development of a community garden using smart watering systems, farm to table initiatives and tech-related ag initiatives.

AI Literacy and Innovation Hub: Trailblazer AI Learning Lab

A defining feature of Innovation Academy of Excellence's innovation model is its commitment to age-appropriate AI literacy and real-world application. Every student will have access to foundational and advanced opportunities that demystify artificial intelligence and prepare them for a future where AI fluency is essential. The Trailblazer AI Learning Lab will serve as the central hub for innovation—an immersive space equipped with portable coding stations, robotics kits, and cutting-edge AI tools. Middle school students and those from Tallahassee Collegiate Academy (TCA) will engage in dynamic STEM and workforce-aligned experiences designed in partnership with Tallahassee State College (TSC). Activities will include hands-on coding, robotics challenges, ethical AI exploration, and use of immersive platforms like CareerViewXR and Transfr Trek for virtual career exploration.

In Year 2, Innovation Academy of Excellence will launch FutureLab—a creative, after-school environment where students can safely experiment with emerging technologies. Supervised by faculty, this space will encourage curiosity, critical thinking, and innovation through self-guided projects and collaborative challenges. Together, these experiences cultivate the skills, mindset, and ethical grounding students need to thrive in future academic and career pathways driven by AI and technology.

Early Career and Technical Education (CTE) Exposure

Early Career and Technical Education (CTE) Exposure with AI Integration

Program Area	Description with AI Integration
Pre-Nursing/EMT Experiences	Intro to first aid and body systems using AI-driven health simulations; grades 6-8 add AI-powered CPR mannequins, virtual emergency scenarios, and chatbots for learning health protocols.
Pre-Cybersecurity Skills	Grades 6-8 explore data privacy, ethical hacking, and coding with AI tools like intrusion detection systems, AI-assisted threat analysis, and simulations of cyberattacks in controlled environments.

Agriculture Tech & Sustainable Gardens	Use AI sensors to monitor soil, hydroponics, and environmental data; grades 6-8 design AI-powered gardens with smart irrigation, predictive growth models, and drone data analysis.
Semiconductor Skills	Learn circuits and components with AI-assisted circuit design tools; grades 6-8 use AI simulators to model semiconductor behavior and troubleshoot electronic builds.
Creative Work Studio	Create digital art and films with AI image and video generators; middle schoolers use AI for animation, voiceovers, editing, and collaborative leadership projects with virtual teammates.

Instructional Strategies

Instruction will reflect the Marzano Focused Teacher Evaluation Model and include:
Student-centered learning

- High-impact questioning
- Explicit modeling and gradual release
- Formative feedback and student self-assessment

Teachers will incorporate AI dashboards to identify learning gaps, create flexible groups, and personalize instruction. Personalized Learning Plans (PLPs) will guide student goal setting, career alignment, and data reflection.

Multi-Tiered Support (MTSS)

All students will be screened using diagnostic and benchmark tools. Supports will include:

- Tier 1: High-quality core instruction
- Tier 2: Small group remediation, scaffolded supports, and co-teaching
- Tier 3: Individualized interventions using data, AI tools, and staff conferencing

Students performing below grade level will be engaged in intervention electives and benefit from regular progress monitoring, family engagement, and academic coaching.

This instructional design ensures students are not only mastering academic standards but also building habits of mind necessary for future success in high school, college, and the workforce.

SECTION 5: STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION

Innovation Academy of Excellence will use a robust system of assessments and performance monitoring to drive instruction, support continuous improvement, and ensure student readiness for high school, college, and career pathways.

Goals: TSC

23-24 School Grade Results uesd as Baseline

All values are percentages.

Goal Area	Assessment	Subject	23-24 Baseline Results	Year 2	Year 3	Year 4	Year 5
% Proficient	FAST Grades 3-8	ELA 3rd Grade	38	44	50	55	59
		ELA School Wide	37	43	49	54	59
	FAST Grades 3-8, Algebra and Geometry BEST EOC	Math	46	51	56	61	65
	SSA Grades 5, 8 and Biology EOC	Science	31	38	44	50	55
	Civics EOC	Social Studies	63	67	70	73	76
Growth* % Learning Gains	FAST Grades 3-8	ELA	54	59	63	66	70
	FAST Grades 3-8, Algebra and Geometry BEST EOC	Math	57	61	65	69	72
Closing the Achievement Gap* % Lowest 25 Gains	FAST Grades 3-8	Lowest 25% Reading	56	60	64	68	71
	FAST Grades 3-8, Algebra and Geometry BEST EOC	Lowest 25% Math	56	60	64	68	71
Other Components	Assessment	Subject	22-23 Baseline Results	Year 2	Year 3	Year 4	Year 5
	MS Acceleration	EOCs/CTE	71	74	77	79	81
School Grade	Assessment	Subject	Estimated Basline	Year 2	Year 3	Year 4	Year 5
	FAST, BEST, SSA and EOCs	Total Points	509	558	602	642	678
		% of Points Earned	51%	56%	60%	64%	68%
			C	C	B	A	A

Each year reflects a 10% reduction in the number of students who are NOT Proficient, or did not make learning gains relative to the previous year.

Local schools included in the analysis: Leon, Jefferson and Gadsden count Title I elementary schools, Leon County Title I middle schools.

Advanced Coursework: High School Level Coursework in Middle School

Students in middle school who demonstrate readiness are eligible to take advanced courses in which they will earn high school credit. The possible courses offered include, but are not limited to, Algebra I, Geometry, Biology, Physical Science, Digital Info Tech and U.S. History. Entry of students into a high school level course is up to the discretion of the principal. The principal will take into consideration various factors to determine academic readiness, including student grades, performance on state assessments, and results from a screening exam. Students must be proficient in previous year's course, as well as perform in the upper quartile of the proficient levels on state assessments3. Students who wish to take Geometry must first take and pass the Algebra I course and EOC. Students who wish to take Algebra II must first take and pass the geometry course and EOC. Students must maintain proficiency in the high school level course to maintain course enrollment.

Mission-Specific Educational Goals and Targets

Innovation Academy of Excellence's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education. Part of preparing students to meet mission driven educational goals and for a seamless transition to Tallahassee Collegiate Academy and beyond, includes innovative programs that meet Florida accountability standards and that reflect its commitment to Career and Technical Education (CTE) certifications, micro- credentials, and competency-based skill development. These goals are aligned with the school's mission to cultivate future-ready learners equipped for success in both academic and professional settings.

Mission-Specific Educational Goals

- Achievement of CTE Certifications
    - Goal: By the end of 8th grade, a minimum of 75% of students will earn at least two CTE certifications in high-demand fields such as cybersecurity, medical sciences, artificial intelligence, or energy management and/or other available CTE certs will be phased in, beginning with incoming 6th grade students.
    - Measure: Certification completion will be assessed through industry-standard exams aligned with Florida Department of Education-approved CTE frameworks.
- Workforce Development through Project-Based Learning (PBL)
    - Goal: Students will complete at least one major interdisciplinary PBL project each academic year, addressing real-world challenges, workforce development competencies and fostering critical thinking, collaboration, and problem-solving skills.

- Measure: Projects will be evaluated using a rubric that assesses student performance in areas such as research, creativity, collaboration, and presentation, with outcomes tied to rubrics developed by the Buck Institute for Education or similar frameworks.

To meet its academic and workforce readiness goals, the 6–8 school will employ a range of innovative assessment strategies that reflect its project-based, STEM-focused mission. Central to this approach are customized Project-Based Learning (PBL) and Workforce Development Assessments that track student competencies in areas such as computational thinking, engineering design, and entrepreneurial skills. These tools will feature detailed evaluation criteria aligned to interdisciplinary real-world applications. Through this mission-specific and innovative approach, Innovation Academy of Excellence aims to deliver a transformative educational experience that prepares students to succeed academically and professionally.

CSUSA emphasizes the use of assessments as tools to empower both educators and students with actionable data. At Innovation Academy of Excellence, assessments will be used to inform instruction and grouping decisions, identify early warning indicators, guide intervention and acceleration efforts, support student-led goal setting, and validate mastery of state standards as well as readiness for high school coursework.

Assessment tools will include state-required assessments such as FAST (ELA and Math), the Grade 8 Science Assessment, and End-of-Course Exams for applicable subjects like Algebra I and Civics. Quarterly benchmark assessments aligned to the CSUSA model and core curriculum will be administered in ELA, Math, and Science. These assessments will provide predictive data for FAST performance and inform instructional adjustments. Daily formative checks, including exit tickets, performance tasks, and AI-supported micro-assessments, will offer real-time insight into student learning. Additionally, PBL artifacts—including written, visual, and oral products—will be evaluated using authentic rubrics and exhibition standards.

Each student will maintain a Personalized Learning Plan (PLP), using it to track academic progress, reflect on goals, and connect coursework to interests and career exploration. AI tools will assist both students and advisors in monitoring progress and visualizing growth over time.

Monitoring and reporting will be embedded into the instructional cycle. Teachers will analyze student data weekly in PLCs to adjust instruction. Administrators will use digital dashboards to identify trends by content strand, subgroup, and intervention group. Parents will receive frequent updates through online platforms, progress reports, and student-led conferences.

To ensure accountability and continuous improvement, Innovation Academy of Excellence will set key performance goals aligned to CSUSA benchmarks and Florida DOE standards. These include achieving 70% or higher proficiency in ELA and Math by Year 3, 100% student completion of PLPs, demonstrated gains in subgroup performance and learning growth for all quartiles, and at least 25% of students eligible for high school coursework by the end of 8th grade. This data-informed culture will help ensure that all students are supported to meet or exceed growth expectations.

SECTION 6: EXCEPTIONAL STUDENTS

Innovation Academy of Excellence is committed to providing a fully inclusive and supportive learning environment for students with disabilities. In partnership with CSUSA and the governing board (RECS), Innovation Academy of Excellence will ensure compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable Florida Department of Education (FLDOE) regulations.

Identification and Evaluation

All students enrolling at the school will complete a registration review to identify existing IEPs or 504 Plans. Students not previously identified but exhibiting academic or behavioral challenges will be referred through Innovation Academy of Excellence's Multi-Tiered System of Supports (MTSS). Based on progress monitoring, the school's Problem-Solving Team (PST) may recommend a formal ESE evaluation. Parental consent will be secured, and evaluations will be conducted by licensed professionals in coordination with CSUSA and local service providers.

Students who qualify will be provided with an IEP or 504 Plan that reflects appropriate services, accommodations, and placement decisions made collaboratively by the team.

Service Delivery Models

The school will implement a flexible, inclusive model with services tailored to each student's IEP. Service delivery may include:

- Support Facilitation (inclusion co-teaching)
- Pull-Out Services for small group instruction or therapy
- Consultation and Collaboration with general education staff
- Push-In Interventions during core instruction
- Contracted Related Services, including:
    - Speech/language therapy
    - Occupational and physical therapy
    - Counseling and behavior supports

A certified ESE teacher will manage service coordination and compliance. The school may share specialized staff with TCA when beneficial.

Accommodations and Specially Designed Instruction (SDI)

- Instructional supports may include:
- Modified assignments or extended time
- Preferential seating or reduced distractions
- Graphic organizers and scaffolded instruction
- Assistive technology and digital accessibility tools
- Direct instruction in executive functioning or social-emotional skills

AI tools will be used to personalize learning, support organization, and reinforce skills in ways that are accessible and individualized.

Discipline and Due Process

Students with disabilities will be afforded all procedural protections under IDEA and Section 504. Manifestation Determination Reviews will be conducted for disciplinary removals exceeding 10 days, and functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) will be implemented when needed.

Staffing and Professional Development

All instructional staff will receive training in inclusive practices, accommodations, and ESE compliance. The ESE teacher and school administrator will monitor IEP timelines, service delivery, and required reporting.

The school-based team is committed to ensuring that every student with a disability is valued, supported, and empowered to thrive academically and socially in the least restrictive environment.

SECTION 7: ENGLISH LANGUAGE LEARNERS (ELL)

Innovation Academy of Excellence will provide inclusive, culturally responsive support for English Language Learners (ELLs) aligned with Florida's ESOL requirements and CSUSA's commitment to equity and ethical use of technology in instruction.

Identification and Placement
All students will complete a Home Language Survey upon enrollment. Students indicating a language other than English will be assessed using the state-approved English language proficiency screener. Based on results, students will be placed in the appropriate ESOL support level and receive instruction from certified ESOL-endorsed teachers.

Instructional Supports
ELLs will receive instruction in English Language Development (ELD) standards integrated into core content areas. Teachers will use sheltered instruction strategies such as visual supports, sentence frames, realia, and scaffolded content. Differentiation will occur through vocabulary previews, structured discussions, and guided reading/writing. Students will also have access to adaptive learning tools and translation resources to reinforce understanding.

Technology-Enhanced Language Acquisition
The school will use digital platforms to support language development and academic content. AI-powered tools will be employed to:

- Translate instructions or clarify content in real time.
- Provide voice-to-text and text-to-speech support.
- Offer adaptive English language practice based on each student's needs.
- Track progress through digital dashboards.

Monitoring and Progress
ELL progress will be reviewed through:

- Ongoing formative assessments
- Benchmark monitoring aligned with ELD standards
- The annual ACCESS for ELLs assessment to evaluate listening, speaking, reading, and writing

Parents will be informed in their native language (when available) about services, progress, and transition out of the ESOL program. A Language Instruction Educational Plan (LIEP) will be developed for each student, and teachers will participate in professional development focused on inclusive language practices and cultural responsiveness.

SECTION 8: SCHOOL CULTURE AND DISCIPLINE

Innovation Academy of Excellence's mission drives a school culture rooted in curiosity, resilience, and innovation. The school will build a future-focused culture that nurtures strong minds and good hearts. Its small size, collegiate setting, and innovative design will foster a close-knit environment where every student is known, valued, and supported. CSUSA's emphasis on character development, social-emotional learning, and student empowerment will guide the culture and climate model.

Core Culture Pillars:

- Respect and Responsibility: Students are taught to lead with empathy and own their learning through daily modeling, advisory circles, and school-wide norms.
- Courage and Curiosity: Promote intellectual risk-taking and inquiry-driven exploration, encouraging students to ask big questions and pursue meaningful work.
- Community and Contribution: Service, peer collaboration, and real-world problem-solving are woven into the academic and extracurricular program.

Advisory and SEL Integration:
Each student will participate in a PLP-based structured advisory block that includes reflection, team-building, goal setting, and SEL curriculum. The advisory model helps develop executive functioning, conflict resolution, and peer-to-peer accountability.

Student Leadership:
As part of the innovative approach will launch a student leadership group—"Future Fellows"—designed to build leadership capacity, coordinate service-learning projects, and serve as student ambassadors.

Advisory, Mental Health and SEL Integration
Each student will participate in a daily or weekly advisory program focused on:

- Relationship building
- Social-emotional learning
- Academic check-ins

Digital citizenship and leadership development
Innovation Academy of Excellence will embed Florida's resiliency standards, mental wellness strategies, and future readiness topics into the advisory model.

Student Leadership
The school will launch a student leadership group—tentatively titled "Futureforce Leaders"—to empower students to:

- Lead school events and service projects

- Collaborate with staff on school climate initiatives
- Represent the school in public forums and recruitment efforts

Family Engagement

Students and faculty will use digital platforms to connect with families and promote two-way communication:

- Website with real-time updates
- Social media for celebrations and information
- Family workshops and quarterly showcases
- Student-led conferences tied to academic progress and PLP goals

Enrollment Conduct:

Students accessing TSC spaces or dual enrollment courses must also follow TSC's Student Code of Conduct. Behavioral infractions occurring in those contexts will be reviewed in collaboration with TSC leadership.

SECTION 9: SUPPLEMENTAL PROGRAMMING

Innovation Academy of Excellence is committed to providing a holistic educational experience that extends beyond the traditional classroom. Supplemental programming will be student-centered, interest-driven, and connected to real-world learning opportunities.

Ethical AI Entrepreneurs: Medical fields (nursing, EMT, emergency response)

- Interscholastic offerings
- Excursions and Field Experience Trips: Branded buses (in budget)

Extra- and Co-Curricular Activities

- The 6-8 school will offer a robust array of extra- and co-curricular programming designed to enrich student learning, provide real-world experiences, and foster workforce readiness. These programs will align closely with TCA's focus areas to create seamless pathways for student success.

Showcases and Leadership Opportunities

- **STEM Explosion:** An annual event will allow students to present projects to the community, from engineering prototypes to AI-generated art.
- **STEM Ambassadors:** Students will lead community initiatives, such as designing smart city solutions and collaborating with local agencies on environmental campaigns.

Programming Schedule and Funding

- **Schedule:** Activities will occur regularly during and after school, with field excursions and community events strategically planned throughout the year.
- **Funding:** Programs will be supported through partnerships with TCA, grants, and strategic budgeting that incorporates resources like branded transportation and specialized technology.

This comprehensive programming ensures students receive a transformative education that prepares them for future academic and career success while fostering a connection to their community.

Clubs and Co-Curricular Activities

The school will offer a wide range of clubs and activities based on student interest and staff expertise. These may include:

- STEM & Robotics Club
- Digital Storytelling & Media Production
- Environmental Action Club
- Music & Arts Society
- Chess & Strategy Club
- Future Fellows Student Leadership Group

Clubs will meet weekly or biweekly and be open to all students. They will be facilitated by staff or community partners and may evolve based on student voice and demand.

Student Leadership: #thefuture
In Year 2, the school will launch #thefuture" a student-led leadership and service program. Students in this group will:

- Plan school-wide initiatives and service projects
- Serve as student ambassadors at events
- Provide input on school culture and programming
- Help lead new student orientation and outreach

This initiative promotes public speaking, community involvement, and collaborative leadership.

Immersion Week and Project Showcases
Each spring, the school will hold STEM Immersion Week, a hands-on learning experience aligned with each grade level:

- Grade 6: Explore – discovering career fields, AI industry exploration with local and national-based industries
- Grade 7: Create – building solutions to community or environmental problems
- Grade 8: Lead – developing capstone projects and presenting to panels

Students will engage with real-world problems, meet with workforce professionals, and produce final products to showcase during exhibitions.

Community Engagement and Service Learning
The school will develop partnerships with:

- Local nonprofits
- Businesses aligned to TSC career pathways
- Government and civic organizations

Students may participate in neighborhood improvement projects, environmental stewardship, or intergenerational oral history programs—blending place-based learning and service.

Access to TSC/TCA Enrichment
Where developmentally appropriate, students may participate in campus-based events hosted by TSC or Tallahassee Collegiate Academy, including:

- College and Career Days
- Guest lectures or performances
- STEM summer camps and weekend intensives

This provides early exposure to college-level environments and expectations.

Athletics and Extracurricular Sports

The school will not host its own interscholastic sports teams. Students may participate in athletic programs at their zoned public schools in accordance with s. 1006.15(3)(d), F.S. Innovation Academy of Excellence will assist families in navigating eligibility and participation requirements.

The middle school will offer a dynamic E-Sports program designed to engage students in collaborative, tech-focused competition that builds digital fluency, teamwork, and strategic thinking. Students will participate in organized team play across popular, age-appropriate competitive games with structured practice sessions, performance analytics, and coach-led development. The program will also include instruction in game design basics, streaming technology, shout casting, and digital citizenship—ensuring students learn both the front-facing and behind-the-scenes skills of the e-sports ecosystem.

This e-sports initiative aligns with Florida Department of Education guidelines by integrating Career and Technical Education (CTE) pathways such as Game/Simulation/Animation Programming (Course Code 8208300). Modeled after successful programs in Broward and Polk Counties, the program emphasizes STEM integration, academic accountability, and inclusive access. It will support students in exploring real-world career pathways in game development, coding, digital marketing, and media production—preparing them for high school, dual enrollment, and workforce readiness. Select students will also compete in regional leagues and showcase events in partnership with TSC and TCA, blending passion with purpose in a future-ready learning environment.

Our E-sports program will emphasize teamwork, digital citizenship, STEM skill development, and the ethical use of emerging technologies, including artificial intelligence. Students will engage in age-appropriate games that promote spatial reasoning, strategic thinking, and collaboration, while also exploring how AI tools can enhance performance, strategy development, and game design. With high academic and behavioral standards in place, the program will foster a culture of responsibility, innovation, and achievement—ensuring students develop future-ready skills in a dynamic, values-driven environment; all within a nurturing, future ready school culture.

Academic Enrichment Opportunities:

Innovation Academy of Excellence will provide a variety of enrichment experiences that align with its academic mission, promote student agency, and reinforce career and college readiness. While athletics will not be offered directly through I students will have the opportunity to participate in athletic programs through their zoned or home school, consistent with Florida statute.

- **STEM Clubs (e.g., robotics, coding, AI design lab):** Students participate in hands-on, inquiry-based experiences that foster interest in science, technology,

engineering, and math. These clubs promote teamwork, critical thinking, and application of academic concepts in real-world contexts.

- **Entrepreneurship & Innovation Studio:** Students explore business and innovation by designing, pitching, and building solutions to real-world challenges. The studio encourages creativity, collaboration, and early exposure to entrepreneurial thinking.
- **AI Explorers Club:** This club introduces students to foundational concepts in artificial intelligence. Emphasis is placed on ethical AI use, creativity, and hands-on exploration of tools shaping today's digital world.
- **Debate and Civics Council:** Students strengthen their public speaking and reasoning skills through structured debates and civic discussions. The council promotes student voice, awareness of current events, and responsible citizenship.

Student Showcases and Community Engagement

- **Quarterly Exhibitions of Learning:** Beginning in Year 2, students present interdisciplinary projects each quarter to families and the community, demonstrating mastery of academic content and real-world application of skills.
- **Student-Led Conferences:** Learners lead structured conversations with their families and teachers, reflecting on academic progress, setting goals, and taking ownership of their learning journey.
- **Service-Learning Projects:** These projects are aligned with community needs and place-based education principles. Students apply classroom learning to real challenges while developing leadership, empathy, and civic engagement.
- **Summer Bridge and STEM Camps:** In Year 2 will offer summer programming for rising 6th graders and targeted support for students needing additional readiness in math or literacy. These programs will include:
    - AI-powered learning tools
    - Team-based STEM design challenges
    - Field trips to local innovation hubs and TSC labs
- **Leadership and Voice:** In addition to the FutureForce Leadership Group, students may form new interest-based groups with faculty sponsorship. Leadership skills will also be embedded through elective coursework and PBL experiences that require peer collaboration, presentation, and real-world problem solving.
- **TSC Affiliated Enrichment:** Students may also participate in age-appropriate offerings from Tallahassee State College's enrichment programs (e.g., the Cyber Club, STEM camps, or youth forums). The school will work with TSC to ensure middle schoolers benefit from the inspiration and engagement that comes with proximity to a college environment.
- **Field Experiences and Immersion Weeks:** STEM Immersion Weeks will include off-campus exploration, project-based exhibitions, and real-world field studies. These experiences are designed to deepen career awareness and expand learning beyond Innovation Academy of Excellence walls.

SECTION 10: GOVERNANCE

Innovation Academy of Excellence will be governed by (RECS), a Florida nonprofit governing board with a successful track record of overseeing high-performing public charter schools across the state. RECS is committed to ensuring excellence in education through strong academic results, financial sustainability, and community alignment. As the governing board, RECS will provide consistent oversight, ensuring strong performance across academic achievement, financial management, and community engagement. As the authorizer, Tallahassee State College (TSC) will help ensure alignment with its postsecondary and workforce development mission.

Daily operations will be managed by CSUSA(CSUSA) under a performance-based agreement. CSUSA will bring in experienced curriculum specialists, operational staff, and support for special populations, all working in close collaboration with Innovation Academy of Excellence's leadership team to meet clearly defined goals. Transparent, data-driven decision-making will be supported through monthly reports and regular performance reviews, ensuring a culture of continuous improvement and accountability.

RECS's approach to budget management is a three-part process, including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of Innovation Academy of Excellence's monthly financial statements. These financial statements are prepared by CSUSA and are distributed to both school leadership and the governing board. Monthly financial statements are prepared using Generally Accepted Accounting Principles specific to governmental entities. The school will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book). Monthly financial statements include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, RECS can make timely decisions to ensure the financial health of the school.

CSUSA will continue to manage the day-to-day accounting and financial reporting functions for Innovation Academy of Excellence, with the same layers of oversight internally between employees performing finance-related tasks at the school and at CSUSA's support center.

CSUSA's Finance Department consists of several CPAs, including the Chief Financial Officer, Controller, Accounting Managers, and Staff Accountants. This sets the tone for the control environment to ensure that financial resources are properly managed. The RECS governing board members are:

- Ken Haiko – Chairman
- Tom Wheeler – Vice Chairman/Secretary
- Paul Sallarulo – Treasurer
- Dennis Clark – Director

- Billie Miller – Director
- Pat Smith – Director

The list of board members is also included in **Attachment L**.

Public Meetings & Community Engagement

Per Florida Statute § 1002.33(9)(p)3, RECS conducts at least two public meetings each year in collaboration with Tallahassee State College. These meetings are held to:

- Provide transparency and public access to board decisions.
- Address updates on the school's financial expenditures, enrollment, personnel, and facility developments.
- Allow parents, community members, and the public to share comments, questions, and concerns.

Public Notices: All meetings are publicly noticed both online and at the sand comply with Florida Sunshine Laws. The schedule for board meetings is posted on Innovation Academy of Excellence's website by the July 15th deadline each year.

Transparent Reporting & Accountability

The founding directly and the principal (year 2) of Innovation Academy of Excellence plays a key role in maintaining transparency and accountability by:

- Delivering monthly reports to RECS on school performance
- Attending board meetings to present updates on financials, enrollment, and facilities, and to field any board inquiries.
- Serving as the liaison between RECS and Innovation Academy of Excellence's Parent-Teacher Committee (PTC), facilitating regular communication and collaboration

Grievance Process

RECS has a structured grievance process in place to address and resolve parental or community complaints. This process ensures that concerns are formally documented and addressed appropriately.

Compliance and Record Keeping

RECS complies with all regulatory requirements and maintains its tax-exempt information, Bylaws, and Articles of Incorporation in a binder, available for review upon request.

Board Responsibilities:
RECS retains full legal and fiduciary responsibility for the operation of Innovation Academy of Excellence. Its duties include:

- Setting and monitoring strategic goals aligned to student achievement and school mission
- Hiring, supporting, and evaluating the school principal

- Approving Innovation Academy of Excellence's budget and overseeing fiscal accountability
- Ensuring compliance with all applicable laws and contractual obligations
- Reviewing performance reports and academic data
- Evaluating the effectiveness of the education service provider, CSUSA

Board Composition and Meetings:
RECS is comprised of members with experience in education, finance, law, and community service. The board meets quarterly (or more frequently as needed), in accordance with Florida Sunshine Law. Meeting notices, agendas, and minutes will be posted to Innovation Academy of Excellence website and open to the public.

Education Service Provider Relationship:
Innovation Academy of Excellence will operate in partnership with CSUSA, which will provide comprehensive school management services including curriculum support, staffing, operations, compliance, and back-office services. The RECS board will maintain independent oversight of CSUSA's performance through data reviews, on-site visits, financial audits, and contractual benchmarks.

Stakeholder Engagement and Oversight:
RECS prioritizes community voice and school-family partnerships. Stakeholder input will be gathered through:

- A School Advisory Council (SAC)
- School-hosted community forums and parent meetings
- Annual surveys and performance dashboards
- Family participation in school events and showcases

This governance model ensures Innovation Academy of Excellence remains mission-aligned, transparent, and responsive to the needs of the students and families it serves.

SECTION 11: STAFFING AND PERSONNEL

Innovation Academy of Excellence will serve 100-120 students in grades 6–8 during its first year and requires a staffing model that ensures appropriate instructional capacity and student support. The school will maintain a low student-to-teacher ratio, offer core academics and electives, and provide strong social-emotional, academic, and safety supports. Staffing decisions are informed by best practices for small secondary schools and the unique academic design. All staff will be employed by Innovation Academy of Excellence's governing board or its education service provider, CSUSA, and will meet applicable certification and background screening requirements.

Staffing Structure (Year 1):

- Founding Director/Head of School: Oversees all academic, operational, and cultural aspects of the school.
- AI/STEM Innovation Coach (CRT): Supports integration of AI tools, project-based learning, and teacher development, student scheduling and support services.
- Core Teachers (5 Total):
    - English Language Arts (1)
    - Mathematics (1)
    - Science (1)
    - Social Studies (1)
- Elective Teachers (1): Rotating options may include Art, AI/Design Thinking, Computer Science, Financial Literacy, or PE/Health/Wellness
- ESE Specialist (shared with TCA): Manages IEPs, accommodations, and inclusion support
- School Enrollment Manager (SEM): Oversees daily school operations, front office logistics, and family communication.
- School Resource Officer (SRO): TSC Police Department. Provides a safe, secure school environment and student mentorship.
- Substitute Teachers: Substitute teachers will be employed at Innovation Academy of Excellence when a teacher is unable to fulfill their duties. All substitutes will meet the employment criteria set by the board and Florida law. Substitute teachers will be called on an as-needed basis and expected to:
    - Follow all school policies and procedures
    - Maintain student discipline and promote a safe learning environment
    - Deliver instruction as prepared by the classroom teacher
- Support student learning objectives
- Communicate with colleagues to ensure instructional continuity
- Maintain accurate attendance records and other required documentation
- Report any safety concerns or student issues to leadership
- Perform additional duties as assigned by school leadership

Position Descriptions

Founding Director/Head of School: Responsible for all aspects of school leadership

- Supervision of staff and daily school operations
- Budget oversight and financial planning
- Student discipline, MTSS, and school safety
- Coordination with TSC, TCA, and external partners
- Oversight of instructional programs and school improvement
- Management of facilities and compliance requirements

AI/STEM Innovation Coach (CRT): A hybrid instructional leader role focused on curriculum, coaching, and innovation

- Supports AI integration across all subjects
- Facilitates project- and place-based learning design
- Leads teacher professional development and data coaching
- Assists with scheduling and instructional technology

Core Teachers (5 Total, Year 1): Deliver instruction in core and elective content areas

- Design standards-aligned lessons that embed AI and PBL
- Track student progress and implement interventions
- Sponsor grade-level or enrichment activities
- Engage in professional learning and cross-content collaboration

ESE Specialist (Shared with TCA): Supports all compliance and instructional needs for students with disabilities

- Develops and implements IEPs and 504 plans
- Provides direct and consultative services to students and staff
- Supports inclusive instruction and behavior plans

School Counselor (Year 2): Promotes academic, personal, and career development

- Provides mental health support and referrals
- Coordinates MTSS and 504 plans
- Leads parent engagement nights and student goal-setting
- Chairs the College and Career Readiness Committee

School Enrollment Manager/Operations (SEM)

- Handles front office functions and school logistics
- Manages student records, enrollment, and attendance
- Coordinates communication with families
- Supports food service, transportation, and scheduling

School Resource Officer (SRO): TSC contracted: Ensures campus safety and fosters school climate

- Monitors school grounds and supports arrival/dismissal
- Leads safety drills and prevention programming
- Participates on the risk and threat assessment team

Instructional Coverage & Ratios:
Class sizes will average 20–24 students. Teachers will teach up to two-three block periods per day. Schedule will mirror TCA to provide alignment for student acceleration. Elective rotations may be semester- or quarter-based depending on demand.

Growth & Flexibility:
Innovation Academy of Excellence will regularly evaluate staffing needs based on enrollment, student demand, and strategic priorities. Additional positions may include:

- Additional electives instructors (e.g., STEM Lab, Spanish)
- Instructional assistants or tech coaches
- Operations or custodial staff

This model balances innovation with operational feasibility and ensures all students at Innovation Academy of Excellence benefit from expert instruction, diverse course options, and consistent support.

Staffing Overview:
The school will open with 100-120 students in grades 6–8 and maintain a low student-to-teacher ratio. Its staffing model is intentionally lean but built to ensure instructional excellence, operational efficiency, and strong student support.

SECTION 12: HUMAN RESOURCES

RECS will contract with CSUSA for the provision of personnel services. All administrators, teachers, and staff at SCHOOL. SCHOOL will be solely employed by CSUSA. As allowed in § 1002.33(12)(i), F.S., SCHOOL will operate as a private employer and will reflect an employment practice that seeks to mirror the diversity of the community and student population. SCHOOL will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. Employees will be considered "at-will" and as such, will not enter any type of employment contract.

Initial Compensation: RECS establishes budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees. A salary worksheet is used to calculate starting salaries in a fair and consistent manner. Based on differentiated pay requirements of the Student Success Act, each teacher's actual compensation will vary based on experience, education, area(s) of expertise, and performance incentives. When determining an employee's starting salary, several factors are considered, including, but not limited to base pay, years of experience, higher education degree such as a master's degree, critical shortage area: science, math, etc. (as needed).

Once the starting salary is determined, the employee receives increases depending on how well he/she performs. Increases are assessed annually based on local market analysis, cost of living adjustments, and Innovation Academy of Excellence's budget. The school will also provide additional bonus opportunities for which employees may be eligible. Details regarding performance-based compensation are outlined below.

Performance-based Compensation: RECS believes that it is in the best interest of both Innovation Academy of Excellence and its employees to fairly compensate its workforce for the value of the work provided, and the school's compensation system will be structured in a way that rewards high performers based on criteria linked to student achievement. Examples of these are student academic achievement and school enrollment metrics. Performance incentives will be provided to supplement base pay and reward high-performing staff. Each year, a percentage increase is built into the budget for merit increases as funding allows. The proposed budget includes a Performance Assessment Pool line item that will be utilized for merit increases.

Research supports that employees are motivated through achievement and growth. Research has also validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. Innovation Academy of Excellence's leader and teacher performance evaluations comply with Florida's Student Success Act. As such, the school may have a performance-based compensation plan.

SECTION 13: PROFESSIONAL DEVELOPMENT

Innovation Academy of Excellence and CSUSA will continue to provide professional development (PD) opportunities as outlined below, with a focus on enhancing student achievement and leadership capacity across all levels. Additionally, in our roles as research and innovation partners, our PD will expand to include key staff and/or teachers from TCA and TSC as appropriate, fostering a collaborative environment that supports shared learning and innovation.

The use of AI for professional learning and increased efficiencies will be embedded within PD offerings and programing throughout the academic year. Each year, our PD plan is designed to provide teachers and administrators with targeted training and ongoing support. The purpose of these PD activities is to positively impact student achievement and increase leadership capacity at all levels.

- **Leadership Conference:** CSUSA facilitates discussions on key research and data trends, provides training on statewide initiatives, and offers principals a variety of sessions to choose from during a two-day annual institute.
- **Principal Leadership Academies (PLAs):** CSUSA holds PLAs throughout the school year to analyze data, share best practices, calibrate classroom observations, optimize student scheduling, and develop leadership skills.
- **New Teacher Induction (NTI):** Delivered by CRTs and supported by administration and CSUSA, NTI covers the Education Model, instructional strategies, lesson planning, classroom and behavior management, and parent communication.
- **Returning Teacher Orientation (RTO):** CRTs and administrators conduct training on new schoolwide initiatives (STEM, AI, Project based learning, Cyber) Security school procedures, the Code of Ethics, and team-building exercises.
- **CRT/Dean of Curriculum Bootcamp:** CSUSA prepares CRTs to deliver NTI content and conduct instructional coaching cycles.
- **PD Days:** The Leadership Team facilitates team meetings with differentiated learning activities focused on ELA and math.
- **Data Chats:** Weekly data chats are conducted by the principal to monitor schoolwide implementation of data-driven PD.
- **Common Planning / PLC Meetings:** Weekly common planning and PLC meetings ensure core instructional practices, with a focus on grading calibration, instructional focus priorities, and test strategies. Teachers collaborate on lesson plans, participate in learning walks, and contribute to schoolwide improvement efforts.
- **Team Leaders:** Team Leaders model professionalism, serve as facilitators, liaisons, coaches, and mentors, supporting grade bands and ensuring consistent instructional program integration across levels.
- **Safety and Security Training:** As required by the state, FLDOE and local agencies, including all Marjory Stoneman Douglas High School Public Safety Act requirements.
- **Quality Education for Students and Teachers (QuEST):** PD facilitated by CSUSA focuses on leadership development through classroom walkthroughs

and program analysis. QuEST aims to build leadership capacity and conduct an in-depth review of master scheduling and program focus areas.

- **Collaboration for Professional Learning:** As Innovation Academy of Excellence continues to collaborate with TCA and TSC, we look forward to expanding our PD offerings to support staff development, leadership growth, and innovative practices that benefit the entire educational community.

Staff will also receive targeted PD prior to school launch and ongoing training throughout the year in:

- Ethical AI integration in instruction
- Project- and place-based learning design
- MTSS implementation and data-driven intervention
- Social-emotional learning and culturally responsive teaching
- Safety protocols and crisis response

Evaluation and Growth:
All instructional staff will be evaluated using CSUSA's evaluation system aligned to the Marzano Focused Teacher Evaluation Model. The principal will engage in coaching cycles and formal evaluations with support from CSUSA and the governing board.

Shared Services and Partnership Leverage:
Where appropriate, Innovation Academy of may share specialized personnel with TCA (e.g., ESE, school nurse), and coordinate college-affiliated enrichment through TSC's staff, student interns, or academic departments.

SECTION 14: STUDENT RECRUITMENT AND ENROLLMENT

Innovation Academy of Excellence's enrollment size is intentionally designed to support academic continuity while laying the groundwork for future partnerships and expansion opportunities in collaboration with TSC. Rather than scale, the school prioritizes precision, purpose, and impact—delivering a high-quality, replicable model of excellence for middle grades education. The school will implement a strategic, inclusive, and transparent recruitment process that informs families, builds community trust, and attracts a diverse student body aligned with its mission.

Recruitment Philosophy: The school will be proactive in outreach and personalized engagement to reach families who may benefit most from innovative, small-school learning opportunities. The recruitment strategy is rooted in:

Key Messages to promote the innovative 6-8 school:

- Students in grades 6–8 will have direct admission to TCA to provide a seamless middle and high school experience.
- Provides a one-of-a-kind, early collegiate, early work-force and STEM-focused education starting from elementary school, with a direct pathway to high school and college opportunities.
- Students will learn to apply STEM skills in real-world scenarios, including an emphasis on the ethical use of AI, preparing them to be responsible, innovative contributors.
- Through its partnership with Tallahassee State College, Innovation Academy of Excellence will offer access to advanced educational resources, mentors, and potential early dual-enrollment opportunities.

Branding and Positioning:

- Brand Identity: "Strong Minds, Good Hearts – Innovation Begins Here" – Position Innovation Academy of Excellence as the foundation for lifelong learning in a nurturing, community-integrated environment.
- Partnership Branding: To fully promote the strong curriculum-based partnership, Innovation Academy of Excellence market through the tagline of "In partnership with Tallahassee Collegiate Academy and Tallahassee State College."
- Additional Taglines for Spirit Wear:
    - T3: Think. Thrive. Transform.
    - Grow Here. Go Anywhere.
    - Igniting early college dreams through hands-on learning, tech innovation, and real-world readiness.

Recruitment Strategies: Recruitment strategies will be led by the school-based team in collaboration with CSUSA's enrollment and marketing team, and supported by TSC and TCA.

Innovation Academy of Excellence's outreach strategy is designed to meet families where they are—both online and within their communities—through a dynamic, digital-first approach and strategic partnerships. Social media will serve as a primary tool for engagement, leveraging platforms like Instagram, Facebook, and TikTok for geotargeted advertising, real-time updates, and storytelling through short-form videos. A dedicated school website will house enrollment details, videos, FAQs, and interactive content that highlights the school's innovation and inclusive culture.

Outreach will also be strengthened through collaboration with impactful regional organizations, including youth programs, local nonprofits, and community centers, as well as through established networks at Tallahassee State College (TSC). TSC faculty, staff, and student ambassadors will support promotion efforts, creating a natural bridge between Innovation Academy of Excellence and the higher education community.

Efforts will focus on direct connections with families in Leon, Gadsden, Wakulla, and Jefferson Counties—especially those with rising 5th graders—through digital campaigns, virtual info sessions, and targeted messaging. To build momentum and trust, Innovation Academy of Excellence will also launch an ambassador program made up of parents and community members, alongside incentivized referral campaigns featuring branded merchandise and social recognition.

Enrollment Preferences: In accordance with s. 1002.33(10), F.S., Innovation Academy of Excellence will offer preference to:

- Siblings of students enrolled at Innovation Academy of Excellence or TCA, TSC
- Children of full-time employees at Innovation Academy of Excellence, TCA, or TSC
- Students who reside within TSC's service area counties

All recruitment and enrollment practices will comply with federal guidance regarding nondiscrimination and equal access to public education.

Application and Lottery Process

- The application will be hosted on an accessible, mobile-friendly platform.
- Families may apply during a publicized open enrollment window.
- If applications exceed capacity, a random lottery will be conducted in accordance with Florida law.
- Students not selected will be placed on a waitlist and contacted if openings arise.
- Information about the process will be shared via the website, events, and direct family communications.

Application: To facilitate enrollment, applications will be accepted year-round through the current CSUSA online enrollment system. Families may apply for the upcoming school

year using a computer, smartphone, or tablet. If internet access is unavailable, families can contact the school for support.

Open Enrollment and Lottery: Open Enrollment period provides all applications with an equal opportunity for admission, with no advantage given to early submissions. If the number of applications exceeds available seats in any grade, a randomized lottery will determine seat assignments. Lottery results will be emailed to applicants and are also accessible through the SchoolMint Dashboard. Comprehensive information about preferences, registration, and the enrollment process is available in the Lottery Rules and Procedures.

Enrollment Details: Innovation Academy of Excellence will host information sessions (both virtually and in person) and ongoing tours, providing opportunities for students and families to learn about the mission, vision, and logistics of this innovative 6-8 school. A schedule of information sessions and tours is available on our events page. In compliance with Florida law, students must be five years old on or before September 1 of the school year to be eligible for kindergarten. Each child requires a separate application. Preference for siblings, school employees, TCA, TSC will be applied through the lottery management system.

To apply for an additional child if one is already enrolled, families will submit a new application during Open Enrollment. Within the application families will select “sibling preference.” After Open Enrollment period, applications are still accepted, and if a seat becomes available, an offer will be sent via email. If no seats are available, students will be placed on a waitlist with the position based on the application submission date.

Applications will be welcomed for each specific school year, and families will have the opportunity to reapply during next year’s Open Enrollment period if their child is waitlisted. Families will have convenient access to monitor their child’s waitlist position at any time through the user-friendly SchoolMint Dashboard. Waitlist positions may be updated to reflect state-mandated preferences, including priority for siblings, military families, and children TCA, and TSC employees.

When an offer is extended, families will receive a prompt email notification. Accepting the offer is simple— just log in to the SchoolMint Dashboard within five business days. Completing registration and submitting all required documents will be an easy next step within ten days, ensuring a smooth and welcoming start to their journey as a new family member.

Timeline Overview

Activity	Timeline
Application window opens	Upon application approval
Community info sessions	May–August 2025
Lottery (if needed)	Rolling (as needed)
Registration and orientation	June–August 2025

Enrolling Through Online Registration:
Once a student is offered a seat, families must complete the three-step registration process on the SchoolMint Dashboard. The steps are as follows:

- Acceptance: Accept the offer within five business days.
- Online Registration: Complete the registration on the SchoolMint Dashboard within ten business days of acceptance.

Document Submission: Upload required documents within ten business days. If document uploading is challenging, families can contact the enrollment team to arrange for in-person submission

Student Recruitment & Enrollment Overview: Innovation Academy of Excellence will provide a streamlined, transparent enrollment process with multiple opportunities for families to engage with the school-based team. Prospective families will be encouraged to attend information sessions and schedule ongoing tours on campus, where they will be able to meet faculty, ask questions, and learn more about the school's programs. Details on upcoming information sessions and tours will be available on the "Events" page, on social media and through direct marketing efforts.

To ensure families understand the unique benefits of being part of the school TCA community, will host special orientations. Special sessions for upper elementary and middle school students will be held on the campus of TCA to showcase the partnership and opportunities for students. These sessions will provide families with a comprehensive view of Innovation Academy of Excellence's distinctive relationship with TCA and how 6-8 students are part of a seamless middle/high school experience. Families will gain insight into how this connection supports their child's journey from elementary through high school, with a curriculum designed to promote lifelong success.

In keeping with Florida law, each child will require an individual application; however, families will be able to list siblings on each application to qualify for sibling preference in future years.

At this unique new school, students are more than just learners—they will be surrounded by educators who will help them reach their potential with courage, resilience, and vision. This entrepreneurial spirit represents the strength and ambition that will guide students on their path, uplifted by a community dedicated to helping them reach new heights. Together, students at new middle school and TCA will soar as one, proudly representing the values of Tallahassee Collegiate Academy and Tallahassee State College.

SECTION 15: PARENT AND COMMUNITY INVOLVEMENT

Innovation Academy of Excellence is committed to building a vibrant school community where families are partners and community voices help shape student success. As a school located on the campus of Tallahassee State College (TSC), Innovation Academy of Excellence is uniquely positioned to engage with families, local industry, and higher education stakeholders in meaningful and innovative ways.

Parent Engagement:

The school will maintain an open and modern approach to parent communication and involvement, using the following tools:

- ParentSquare or similar platform for real-time communication
- Weekly updates via social media and school website
- Quarterly family forums and academic showcases
- PLP meetings that include student-led reflections and academic planning

Families will be invited to serve as classroom or project-based volunteers, attend STEM Immersion Week events, and support enrichment and career exposure activities.

Community Partnerships:
Innovation Academy of Excellence will work to cultivate strong partnerships with:

- Tallahassee State College (TSC) faculty and departments
- Local employers and STEM industry partners (e.g., tech, healthcare, energy, agriculture)
- Nonprofits, museums, and service organizations for place-based learning and civic engagement
- TCA and TSC families to ensure alignment and continuity across the K–college pipeline

Marketing and Outreach:
To build awareness and maintain transparency, Innovation Academy of Excellence will:

- Host preview nights, open houses, and school tours
- Distribute digital newsletters, videos, and media campaigns
- Offer targeted outreach to historically underrepresented communities

This inclusive and dynamic model builds trust, visibility, and authentic relationships with families and community partners—ensuring every student is known, supported, and celebrated.

SECTION 16: SCHOOL FACILITIES

Innovation Academy of Excellence will be located on the campus of Tallahassee State College (TSC), leveraging shared infrastructure and a unique collegiate setting to deliver a forward-thinking academic experience for middle school students.

Facility Description

Innovation Academy of Excellence will occupy dedicated classroom space within an existing TSC building, configured to meet all applicable state and local codes for safety, accessibility, and instructional use. The facility will include:

- General education classrooms
- A STEM/project-based learning lab
- A digital media lab or multipurpose technology room
- Administrative offices
- Student services space (counseling, ESE, small group)
- Secure entrance and monitored student access points

Campus Integration:

While Innovation Academy of Excellence will operate independently, the proximity to TSC offers students valuable exposure to a collegiate atmosphere. Shared use of select TSC facilities (e.g., meeting rooms, athletic areas, technology labs, or outdoor learning areas) will be coordinated through a formal agreement and scheduled to ensure student safety and age-appropriate supervision.

Safety and Security:

The facility will meet all requirements under the Florida Building Code, including life safety systems, ADA compliance, and emergency protocols. Innovation Academy of Excellence will implement secure access controls, emergency drills, and coordinate closely with TSC campus security and its own School Safety Officer (SRO). Safety plans and facility use agreements will be included in the charter contract.

Future Planning:

As Innovation Academy of Excellence grows and refines its program offerings, space needs will be re-evaluated annually with TSC leadership to ensure adequate instructional and support capacity. Any future build-out or expansion will comply with applicable permitting and charter amendment procedures. During initial years of operation, the school will explore the potential for enrollment expansion.

SECTION 17: TRANSPORTATION SERVICE

Innovation Academy of Excellence will not provide school-operated transportation services. Instead, the school will implement a safe and organized drop-off and pick-up process designed to maximize efficiency and student safety.

Designated drop-off/pick-up zones will be monitored by staff and clearly marked with signage and traffic patterns. The school will also identify secure satellite drop-off locations in coordination with local law enforcement and TSC to support families commuting from outside the immediate area.

Families will receive maps and guidelines during orientation and through Innovation Academy of Excellence's digital platforms. Students will be supervised at all times during arrival and dismissal.

SECTION 18. FOOD SERVICE

Innovation Academy of Excellence will provide breakfast and lunch daily through a food vendor partnership coordinated in collaboration with Tallahassee Collegiate Academy (TCA). Meals will be delivered to campus and served in designated areas.

All meals will comply with USDA nutrition guidelines and will accommodate food allergies and dietary restrictions. The school will participate in the National School Lunch Program (NSLP) and ensure access to free or reduced-price meals for qualifying students.

Meal applications and menus will be available through the school's website and parent portal. Food service staff or designated school personnel will be trained to oversee compliance, safety, and health protocols related to meal distribution.

SECTION 19. SCHOOL SAFETY AND SECURITY

Innovation Academy of Excellence is committed to ensuring a safe, secure, and supportive environment for all students, staff, and visitors. Our safety protocols align with the latest Florida statutes, including SB 1470 and HB 1473, and are guided by the Florida Department of Education's Office of Safe Schools (OSS).

Access Control and Physical Security

In compliance with Section 1006.07(6)(f), Florida Statutes, Innovation Academy of Excellence will:

- Keep all gates and campus access points closed and locked during school supervision hours, unless:
  - Actively staffed by personnel;
  - Covered under a shared use agreement; or
  - Documented as exempt in the Florida Safe Schools Assessment Tool (FSSAT) portal.
- Ensure all classroom doors remain locked during instructional time, except between class transitions, or are actively staffed if unlocked.
- Clearly mark the safest area within each classroom for emergency sheltering, and inform students of these areas within the first 10 days of Innovation Academy of Excellence year.

Safe-School Officer Requirement

In accordance with Section 1006.12, Florida Statutes, Innovation Academy of Excellence will have at least one safe-school officer on campus at all times. This may be fulfilled by:

- A School Resource Officer (SRO) employed by Tallahassee State College Police Department, and law enforcement agency
- A School Safety Officer employed by Innovation Academy of Excellence/CSUSA; or
- A School Guardian trained under the Coach Aaron Feis Guardian Program, as mandated by SB 1470.

All safe-school officers will undergo background checks, drug testing, psychological evaluations, and receive specialized training, including mental health crisis intervention.

Behavioral Threat Management: Following Rule 6A-1.0019, Florida Administrative Code, and Section 1001.212(12), Florida Statutes, Innovation Academy of Excellence will:

- Establish a school-based threat management team with at least four trained members, including someone familiar with the student of concern.
- Utilize the Florida-specific behavioral threat assessment instrument to evaluate and manage potential threats.
- Implement a digital threat management portal by August 1, 2025, for electronic reporting and documentation.
- Ensure all staff report concerning behaviors promptly, with imminent threats reported immediately to law enforcement.

Emergency Preparedness and Drills: Innovation Academy of Excellence will maintain a comprehensive Emergency Operations Plan (EOP) that includes:

- Regular drills for fire, lockdown, shelter-in-place, and evacuation, with records accessible on campus.
- Coordination with local first responders for emergency preparedness.
- Training for staff and students on emergency procedures, including the use of FortifyFL for reporting suspicious activities

To support student well-being, Innovation Academy of Excellence will:

- Provide access to school-based mental health services.
- Train staff in trauma-informed care and behavioral de-escalation techniques.
- Implement Florida's resiliency standards within the curriculum.
- Operate a Problem-Solving Team (PST) to monitor student wellness and intervene early.

Compliance and Oversight

In line with HB 1473 and Section 1001.212, Florida Statutes, Innovation Academy of Excellence will:

- Undergo triennial, unannounced safety inspections conducted by the OSS.
- Respond to any identified noncompliance within specified time frames.
- Adopt a progressive discipline policy for personnel who knowingly violate safety requirements

By adhering to these comprehensive safety measures, Innovation Academy of Excellence aims to provide a secure environment conducive to learning and growth.

SECTION 20: BUDGET

Innovation Academy of Excellence will be operated with a conservative, sustainable, and mission-aligned financial model. The budget ensures full implementation of the educational program, compliance with Florida law, and long-term viability. Fiscal oversight will be led by the RECS governing board with support from CSUSA(CSUSA).

Revenue Assumptions: Funding will include sources outlined below:

- Florida Education Finance Program (FEFP) per-pupil allocation
- Categorical and supplemental funding (e.g., ESE, ESOL, Reading, Safe Schools)
- Federal entitlements (e.g., Title I, Title II, IDEA)
- Capital Outlay (subject to eligibility and appropriation)
- Local fundraising and grants

TSC Partnership Contribution: Innovation Academy of Excellence will remit a designated percentage of FTE and flow-through revenues to Tallahassee State College (TSC) to support:

- Access to facility use in alignment with and in coordination with TSC/TSC. The school will coordinate to accommodate the collegiate schedule.
- Safety coordination communication/coordination plan with TSC Police Department, Leon County Police Department, Tallahassee Police Department.
- Dual enrollment alignment and articulation agreement to provide middle school student access.
- Collaborative programming of 8th grade courses/staff sharing where applicable.

Expense Priorities: The year one budget is structured to support:

- A low student-to-teacher ratio and high instructional quality
- Specialized staffing for inclusion, intervention, and innovation
- Curricular materials, technology, and professional development
- Facilities maintenance, security, and safety infrastructure
- Compliance and reporting systems (state, federal, sponsor)
- CSUSA will financially provide for initial facility upgrades to prepare for opening

Staffing Costs: The largest share of expenditures will support:

- Salaries for core and elective teachers, ESE personnel, and administrative leadership
- Benefits and insurance costs
- Substitutes and hourly support
- Staffing levels are carefully scaled to the planned enrollment of 100-120 students.

Start-Up and Year 1 Readiness Financials: Start-up costs will include:

- Technology infrastructure (i.e. devices, software, LMS)

- Classroom furniture and furnishings
- Instructional materials and digital curriculum tools
- Marketing and recruitment campaigns
- Pre-opening professional development
- Classroom configuration and building readiness
- Exterior and interior signage

These items are funded through a combination of CSUSA start-up investment and initial state payments. CSUSA will provide the above start-up costs and on-going expenses as part of regular operating expenses.

SECTION 21: FINANCIAL MANAGEMENT AND OVERSIGHT

Through prudent fiscal management, strong oversight, and alignment with Innovation Academy of Excellence's academic model, the school will launch and sustain a financially sound operation that maximizes value for students and families. It will operate under a transparent, accountable, and compliant financial management system overseen by the governing board with operational support provided by CSUSA.

Financial Oversight and Controls

- The RECS board will approve the annual budget and monitor quarterly reports
- CSUSA's finance team will manage accounts payable, payroll, reconciliation, and compliance
- An independent CPA will conduct the annual financial audit as required under Florida Statute
- All purchasing and procurement will comply with applicable charter school fiscal policies and Red Book guidelines

Contingency Planning

- A minimum 5% reserve for emergencies or revenue fluctuations
- Cash flow safeguards for months with delayed state funding
- Scalability provisions in staffing or services based on actual enrollment

Roles and Responsibilities
RECS Governing Board: Holds fiduciary responsibility and will:

- Approve the annual budget
- Review and monitor financial reports
- Approve major expenditures and contracts
- Ensure proper internal controls and audit processes are in place

CSUSA Finance Team:
Will provide

- Monthly and annual financial statements
- Day-to-day management of payroll, accounts payable, purchasing, and banking
- FTE calculations, revenue forecasting, and reporting
- Coordination of the annual audit

School Leader: Will collaborate with CSUSA and the board to ensure:

- Budget alignment with academic priorities
- Internal controls are followed at the school level
- Any variances or concerns are escalated for review

Financial Systems and Controls: through CSUSA, will use a centralized accounting system with the following features:

- Double-entry accounting based on GAAP

- Adherence to the Red Book (Financial and Program Cost Accounting and Reporting for Florida Schools)
- Segregation of duties between budgeting, authorization, and reconciliation
- Purchase order system for pre-approval and expense tracking
- Regular cash flow analysis and forecast models
- An independent annual financial audit will be conducted by a certified public accounting firm in compliance with s. 218.39, F.S.

Audit reports will be submitted to:

- The sponsor
- Florida Auditor General
- Florida Department of Education
- The audit will include:
- Financial statements
- Management letter
- Internal control and compliance findings, if any

Internal Monitoring

- Monthly financial statements will be provided to the board and reviewed during public board meetings
- Quarterly budget-to-actual reviews will assess spending patterns and identify adjustments
- Financial dashboards will be available for real-time oversight by leadership

Conflict of Interest and Ethics

- All board members and staff involved in procurement or contracting will complete annual conflict of interest disclosures
- The school will adopt procurement policies consistent with Florida charter school law and CSUSA protocols

Banking and Asset Management

- All funds will be maintained in FDIC-insured accounts
- Cash reserves will be monitored to maintain solvency and ensure emergency capacity
- Physical and digital assets will be inventoried and tracked annually

Through its partnership with CSUSA and RECS oversight, the school will uphold the highest standards of fiscal stewardship and accountability, ensuring all resources are used effectively to support student learning and operational success.

SECTION 22. START-UP

Innovation Academy of Excellence is on track to open in August 2025. The start-up plan, managed by CSUSA(CSUSA) in collaboration with the RECS board and Tallahassee State College (TSC), outlines a clear timeline and work plan for launching a fully operational, high-quality school.

Start-Up Objectives
The start-up plan is designed to:

- Ensure facility readiness and regulatory compliance
- Hire and train a qualified, mission-aligned staff
- Procure all necessary instructional materials and technology
- Complete all sponsor-required pre-opening deliverables
- Recruit and enroll a diverse and mission-aligned student population
- Prepare for a successful Day One student experience

Timeline of Key Milestones

Timeline	Milestone	Responsible Party
June 2025	Charter contract executed; facility finalized with TSC	RECS, CSUSA
June 2025	Launch enrollment campaign, hold community info nights	Principal, CSUSA Marketing
June/July 2025	Begin staff hiring, finalize job postings	CSUSA Talent Team
June–July 2025	Purchase curriculum, technology, furniture	CSUSA Operations
July 2025	Conduct staff onboarding and New School Institute	CSUSA Academic Team
July 2025	Submit compliance checklist items to sponsor	CSUSA Compliance
July–Aug 2025	Hold orientation events and final walkthroughs	School Leader, CSUSA Ops
August 2025	First day of school for students	Staff

Pre-Opening Deliverables
As part of the start-up process, CSUSA will coordinate submission of:

- Pre-opening compliance checklist (calendar, staffing, budget, policy manuals)
- Facility safety certifications and inspections
- Procurement and inventory verification
- Staff training records and HR documentation
- Enrollment and waitlist reports

Staff Training and PD
Staff will be trained prior to school opening on:

- CSUSA GVC and instructional strategies
- Marzano's framework for effective teaching
- MTSS and student support systems
- Technology and AI tool integration
- School culture, safety, and family communication

Enrollment Campaign
A strategic, multi-channel campaign will run beginning through August 2025, using:

- Community outreach and digital advertising
- Targeted outreach to local feeder schools and neighborhoods
- In-person events and application support
- Ongoing updates to Innovation Academy of Excellence's website and social platforms

Contingency Planning
The start-up plan includes contingency strategies for:

- Staff vacancies (substitute pool and shared staff with TCA)
- Vendor delays (alternate suppliers contracted)
- Enrollment shortfall (flexible staffing and additional outreach)

Innovation Academy of Excellence's start-up plan reflects a detailed, proactive, and well-supported launch strategy—ensuring all students, staff, and families are welcomed into a high-functioning school community from day one.

ADDENDUM B: EDUCATION SERVICE PROVIDERS(ESP)

Innovation Academy of Excellence will be operated by CSUSA one of the nation's leading education service providers with a successful track record of launching, managing, and supporting high-performing charter schools across Florida and beyond.

Role and Scope of Services

CSUSA will serve as the comprehensive education service provider for the school under a management agreement approved by the governing board. CSUSA will oversee all startup, academic, operational, and compliance functions, allowing the board to focus on strategic oversight and accountability.

Services provided by CSUSA will include:

- Academic services: Curriculum alignment, professional development, student assessment systems, MTSS implementation, and instructional coaching
- Operations: Facility coordination, transportation support planning, technology infrastructure, and vendor management
- Human Resources: Recruitment, onboarding, evaluation, and personnel compliance
- Finance and Budgeting: Development and oversight of budgets, purchasing, payroll, and financial reporting in accordance with state law
- Compliance and Legal: Adherence to all state, federal, and sponsor requirements including reporting, safety, and ESE regulations
- Marketing and Enrollment: Strategy development, digital outreach, application system setup, and community engagement

Track Record and Capacity

CSUSA currently operates over 90 schools across multiple states, serving more than 75,000 students. Its Florida schools have consistently earned A/B school grades, with many demonstrating strong academic growth, student retention, and successful stakeholder engagement. In particular, CSUSA's experience in launching and sustaining STEM-focused schools, early college and career academies, and small learning communities makes it uniquely qualified to manage a future-ready, AI-integrated school like this school.

Accountability and Transparency

CSUSA will enter into a performance-based agreement with the RECS board. The agreement will clearly define:

- Scope of services
- Deliverables
- Key performance indicators (KPIs)
- Compensation
- Renewal and termination clauses

CSUSA will report regularly to the board through:

- Monthly financial statements
- Academic performance dashboards
- Compliance updates
- Annual school improvement plans

Startup Services
CSUSA's launch team will guide the pre-opening process including:

- Staffing and training
- Facility set-up and safety readiness
- Curriculum and scheduling design
- Technology procurement and deployment
- Registration and enrollment system rollout

These services ensure that the school opens on time, fully compliant, and ready to deliver high-quality instruction from Day One. With its proven experience, systems of support, and alignment to the school's vision, CSUSA provides the operational strength and educational expertise needed to successfully open and sustain this innovative school.

CHART OF ATTACHMENTS

B. Sample daily school schedule and annual school calendar

C. Sample curriculum scope and sequence

D. Reading curriculum

E. Pupil Progression plan, if applicable

F. Assessment Schedule

G. Proposed discipline policy or student code of conduct, if applicable

H. Articles of incorporation

I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)

J. Governing board by-laws

K. Governing board code of ethics and conflict of interest policy

L. Board member information sheets, resumes

S. Student enrollment application

W. Florida Charter School Revenue Estimating Worksheet

X. Proposed Operating Budget

Y. Proposed Startup Budget

DD. Applicant history worksheet

FF. Supplemental material

ATTACHMENT

B

Sample Calendar & Schedule

2025-2026 Sample Academic Calendar

(In alignment with TCS)

AUGUST 2025

- July 31 (Thu): Teacher Report Day
- August 1 (Fri): Teacher Planning/Inservice
- August 4–8 (Mon–Fri): Teacher Planning/Inservice Days
- August 11 (Mon): First Day of School for Students

SEPTEMBER 2025

- September 1 (Mon): Labor Day – No School

OCTOBER 2025

- October 2 (Thu): Fall Holiday – No School
- October 10 (Fri): End of First Nine Weeks
- October 13 (Mon): Teacher Planning Day – No Students

NOVEMBER 2025

- November 11 (Tue): Veterans Day – No School
- November 24–26 (Mon–Wed): Administrative Days – Students Out
- November 27–28 (Thu–Fri): Thanksgiving Break – No School

DECEMBER 2025

- December 19 (Fri): End of Second Nine Weeks / First Semester
- December 22–31 (Mon–Wed): Winter Break

JANUARY 2026

- January 1–2 (Thu–Fri): Winter Break (continued)
- January 5–6 (Mon–Tue): Teacher Planning Days – No Students
- January 7 (Wed): Students Return
- January 19 (Mon): Martin Luther King Jr. Day – No School

FEBRUARY 2026

- February 16 (Mon): Presidents Day – No School

MARCH 2026

- March 13 (Fri): End of Third Nine Weeks
- March 16–20 (Mon–Fri): Spring Break
- March 23 (Mon): Teacher Planning Day – No Students
- March 24 (Tue): Students Return

APRIL 2026

- April 3 (Fri): Spring Holiday – No School

MAY 2026

- May 20–22 (Wed–Fri): Exam Days
- May 22 (Fri): Last Day of School / End of Fourth Nine Weeks
- May 25 (Mon): Memorial Day – No School
- May 26–27 (Tue–Wed): Teacher Planning/Inservice Days

2025-2026 Sample Daily Schedule

(In alignment with TCA)

Monday-Thursday	Friday
7:55 Welcoming Bell	7:55 Welcoming Bell
8:00-8:10 PLP HR	8:00-8:10 PLP HR
8:10-9:55 1st/2nd	8:10-9:00 1st
10:00-11:45 3rd/4th	9:05-9:55 2nd
11:45-12:25 LUNCH	10:00-10:50 3rd
12:30-2:15 5th/6th	10:55-11:45 4th
	11:45-12:25 Lunch
	12:30-1:20 5th
	1:25-2:15 6th

ATTACHMENT

C

Sample Curriculum Scope & Sequence

Innovation Collegiate Academy Middle School Curriculum Overview

Grades 6–8 Curriculum Overview

Subject Area	Grade 6	Grade 7	Grade 8
English Language Arts	ELA 6 (B.E.S.T.)	ELA 7 (B.E.S.T.)	ELA 8 (B.E.S.T.) or English I Honors
Mathematics	Math 6 or Accelerated Math	Math 7 or Pre-Algebra	Pre-Algebra or Algebra I Honors (EOC required)
Science	Comprehensive Science 1	Comprehensive Science 2	Physical Science Honors or Integrated STEM Science
Social Studies	World History	Civics	U.S. History
STEM/CTE Electives	Digital Tools / Intro to Coding	Cybersecurity & Ethical AI Foundations	Digital Info Tech / High School CTE Course
Exploratory/Elective	Art, Music, PE, Health, Spanish	Art, Music, PE, Health, Spanish	Leadership, Career Planning, Spanish, Innovation Lab
Acceleration	—	PBL accelerator / Math adjustments	HS credits: English I, Algebra I, Physical Sci, CTE
Project-Based Learning (PBL)	Integrated in all subjects	Interdisciplinary with partners	Capstone STEM Challenge

Grade 8 High School Credit Opportunities

Subject Area	High School Credit Course(s)	Credits Earned	Counts Toward Graduation
English	English I Honors	1.0	Yes – English requirement
Mathematics	Algebra I Honors (EOC required)	1.0	Yes – Math requirement
Science	Physical Science Honors	1.0	Yes – Science requirement
CTE / Electives	Digital Info Tech, Programming, Cybersecurity	Varies (typically 1.0)	Yes – CTE/Elective

*In collaboration with TCA.

ATTACHMENT

D

Reading Plan

CSUSA K-12 READING PLAN

2024-2025

Table of Contents

Introduction 2
K-5 Remediation/Enrichment 4
K-5 Intervention 4
6-12 Intervention 5
The Comprehensive Core Reading Program (CCRP) 7
Supplemental Intervention Reading Program (SIRP) 7
Comprehensive Intervention Reading Programs (CIRP) 8
Response to Intervention 8
Reading Program Specifications 10
Specification 1: Professional Development 10
Specification 2: Administrative Practices in Support of Reading 12
Specification 3: High Quality Reading Instruction is a Dynamic System 14
Specification 4: Reading Text Materials and Resources 19
Supplemental Intervention Reading Program (SIRP) Materials 20
Use of Technology and Digital Materials 20
Attachment A 22
Evidence-Based Intervention Resources, Programs, and Materials 22
Attachment B 23
Reading Intervention Decision Tree 23
Attachment C 24
Data-Driven Decision-Making Tool 24

Introduction

The reading curriculum for CSUSA Schools is based on a foundation of the FL BEST standards.[1] CSUSA applies a standards-based approach to reading instruction that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC), the core of its education model. The GVC is based on the research of Robert Marzano as published in *What Works in Schools: Translating Research Into Action (2003) and The New Art and Science of Teaching (2017).* The GVC provides all students with equal opportunity to master the standards, and the time in which to reach mastery. The use of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content. Teachers focus individualized reading instruction utilizing CSUSA created curriculum maps, which group and arrange the standards in a logical way to ensure all grade level standards can be taught within the school year. Instruction will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. Along with other resources described further in this plan, CSUSA Schools will utilize a core reading resource, SAVVAS MyView Literacy (K-5) and Houghton Mifflin Into Literature (6-12). Core reading programs are augmented with diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the implementation of the reading curriculum is to teach children to understand what they read, and to become life-long readers through systematic, direct instruction of the Standards aligned to the six components of reading: phonological awareness, phonics, fluency, vocabulary, reading comprehension and oral language. CSUSA has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments and vocabulary that will assist teachers in systematic instruction of the standards aligned to the science of reading. In the curriculum maps, standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through Instructional Focus Assessments (IFAs) after each unit of instruction and other classroom formative assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel Teaching Children to Read, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent, silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. CSUSA Schools will implement an ELA block that includes time for all BEST ELA Strands in kindergarten through fifth grades. The ELA block will include whole group instruction and small group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be instruction for communication/writing, and further vocabulary development, including integration of science and social studies within the ELA block. In addition to the ELA block, there will be an additional block of time dedicated to targeted intervention, remediation or enrichment based on student need, which is aligned with Response to Intervention (RtI), described further in this plan. Standards-aligned reading, writing, speaking and listening instruction will be systematically integrated throughout the day in all subject areas.

[1] A review of the CSUSA Reading Plan for K-12 and guidelines provided by Just Read, Florida! is conducted annually to ensure alignment with current Florida state statute.

No matter the grade level, students in need of additional support will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. Middle and high school grades will follow a similar plan, dependent on course scheduling. If students qualify based on data and assessments, they will receive intervention in reading.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process, in fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade- level performance (50th percentile). With this in mind CSUSA Schools intend to provide extended instructional minutes to students below grade level through extended-day learning opportunities, remediation, additional tutoring, and in-school interventions.

Table 1.1 below describes a sample progression plan to increase instructional minutes in reading in grades K-5.

Table 1.1

Sample Progression Plan of Instructional ELA Minutes Grades K-5		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
90-minute uninterrupted ELA block	90-minute uninterrupted ELA block	90-minute uninterrupted ELA block
30-minute additional block for ELA instruction	30-minute additional block for ELA instruction	30-minute additional block for ELA instruction
30-minute remediation/enrichment block	30-minute remediation/enrichment block	30-minute remediation/enrichment block
	30-minute Intervention block	30-minute Intervention block
		Additional 30-minute intervention block

K-5 Remediation/Enrichment

Students receive targeted instruction in core reading classes during a specific time block. Students are grouped based on their various levels of performance on grade-level standards. The groups are adjusted accordingly based on formative assessment data to ensure students continuously receive personalized instruction. For example, students that are below grade level may receive remedial instruction focused on foundation or comprehension skills, while novel studies or vocabulary application may be the focus for students on grade level. Students above grade level may be participating in an enrichment block where they are incorporating critical thinking and project-based learning to enhance their levels of understanding.

K-5 Intervention

Students who have been identified as having substantial reading deficiencies, as defined by FL Rule 6A-6.053, receive targeted, intensive instruction during a specific intervention time block. They are grouped based on their various levels of performance within the domains of reading and are instructed based on those targeted skill gaps. The groups are adjusted accordingly based on screening, diagnostic and progress-monitoring data to ensure students continuously get the support they need.

The following table provides an example of an elementary schedule beginning with a remediation/enrichment block, a core integrated ELA block, and a separate block for intervention. See the school addendums for individual schools' schedules.

Table 1.2

Sample Elementary Schedule	
Time	**Monday – Friday Schedule**
8:00 am – 8:40 am	Remediation/Enrichment Block
8:40 am – 10:10 am	ELA Block – 90 Minutes Uninterrupted Reading Instruction
10:10 am – 10:40 am	Additional ELA Block - Integrated Social Studies and Science Content
10:40 am -11:10 am	Intervention Block
11:10 am – 11:40 am	Lunch
11:40 pm – 12:25 pm	Specials
12:25 pm – 12:55 pm	Guided PE
12:55 pm – 2:25 pm	Mathematics
2:25 pm – 3:00 pm	Science/Social Studies Experiential Block

6-12 Intervention

In middle and high school, students who need remediation as determined by their performance on state and/or interim assessments will receive intensive instruction through intensive reading support during a double ELA block, a push-in/pull out model or a separate intensive reading course, in addition to their scheduled English Language Arts course. Students are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress monitoring data to ensure students continuously get the support they need. Small group instruction and research-based instructional strategies for intervention will be included.

Descriptions of the programs and resources used for intervention will be explained in detail further in Attachment A. Individual schools are not limited to the resources listed in this attachment. The resources used by the individual schools can be found in the school addendums.

Table 2.1 that follows, aligned with Response to Intervention (RtI) described further in this plan, describes the progression plan to increase reading instructional minutes in grades 6-12 to ensure that students achieve mastery of grade level expectations.

Table 2.1

Progression Plan of Instructional Reading Minutes 6-12		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
50+ minute ELA block	50+ minute ELA block	50+ minute ELA block
	50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model	50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/ remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model
		30-minute intervention sessions

Table 2.2 provides an example of a middle school schedule including intensive reading instruction through a push in/pull out method and a double block of ELA instruction.

Table 2.2

Sample Middle School Schedule		
Period	**Time**	**Subject**
	8:00 am – 8:24 am	Homeroom/Advisory
1	8:26 am – 9:16 am	ELA
2	9:18 am – 10:08 am	ELA (option for interventions)
3	10:10 am – 11:00 am	Math
4	11:02 am – 11:52 am	Musical Theatre (option for interventions)
5	11:54 am – 12:44 pm	Science
	12:46 pm – 1:16 pm	Lunch
6	1:18 pm – 2:08 pm	World History
7	2:10 pm – 3:00 pm	PE
	3:00 pm	Dismissal

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Plan (CCRP) is the basis of reading instruction provided to all students at all levels as a critical component of the GVC. SAVVAS MyView Literacy (K-5) is the state approved core-reading program for kindergarten through fifth grade. It is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of literacy skills needed for the success of 21st century learners. It correlates to the BEST standards across all grade levels and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. It also provides for explicit, systematic instruction, and ample practice opportunities which allow students to master necessary reading skills. This research-based instructional approach is provided during the uninterrupted 90-minute ELA block, and will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. This combination of short stories, novels, non- fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

A portion of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Small-group instruction and corrective feedback will be provided, and independent work will be monitored. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary.

HMH Into Literature, a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized in grades 6-12. The program correlates to the BEST standards for all grade levels and contains multiple resources that include a reading focus. For example, resources such as an interactive work text, The Close Reader, is provided for close reading as are digital tools to enhance students' ability to analyze and identify critical information within a variety of rigorous text structures. Into Literature can also be utilized to facilitate teacher-led small group instruction, which research shows to be an effective strategy for proficient reading. Additionally, Into Literature includes vast supplemental novels for the use of book studies and Literature Circles, a research- proven effective reading instructional strategy (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001; Barone & Barone, 2012; Helgeson, 2017).

Supplemental Intervention Reading Program (SIRP)

Based on benchmark, interim and formative assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90- minute ELA block (K-5) in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs, resources and assessments used during SIRP are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in the school addendums.

Comprehensive Intervention Reading Programs (CIRP)

CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level. Students will receive additional instruction outside of the 90-minute ELA block and the SIRP interventions through the use of an evidence-based intervention program in a small-group setting. These students will receive more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for this additional reading instruction. For example, the comprehensive reading instruction could occur during dedicated intervention times, an extension of an ELA block, or during non-required electives. Programs, resources, and assessments used during CIRP are described in Attachment A. Individual schools are not limited to the resources listed in the school addendums.

Response to Intervention

CSUSA Schools will use a Response to Intervention model based on a Multi-Tiered System of Supports (MTSS) to provide high quality instruction and interventions matched to the needs of each individual student. This model is aligned with all federal and state laws to ensure all students make appropriate learning gains. Each student's performance will drive future instructional decisions. This will be in place for all students in need of reading intervention, including students who have previously been identified as meeting Exceptional Student Education (ESE) eligibility requirements, students with 504 plans, and English Language Learners (ELL). Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP. CSUSA Schools will follow the district's guidelines for 1011.62(9), F.S., and FL Rule 6A-6.053, where all students in grades kindergarten through 12 requiring Tier III intensive reading interventions will be taught by a teacher who is certified or endorsed in reading.

The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support and implementation of the Florida Standards (BEST). This is implemented through standards-based classroom structure, differentiation of instruction, flexible grouping, progress monitoring, formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in standard intervention protocol processes for identifying and providing evidence-based interventions based on student need, on- going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in intensive, formalized problem solving to identify individual student needs; targeted evidence-based interventions tailored to individual needs; evidence-based curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

See Addendum for a draft of a Reading Intervention Process and Procedures Manual for CSUSA Schools.

CSUSA Schools ensure that behavior does not impact the reading acquisition process. Through a collaborative problem-solving model, the multi-disciplinary team, which may include school counselor, teacher, curriculum resource teacher, administrator will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers.

CSUSA Schools will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6 –12 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. WIDA Can Do Descriptors will be used as a tool to help differentiate instruction, according to what the student should be able to do based on the student's stage of English language proficiency. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and documented in lesson plans. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, and site visits. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided as needed for language acquisition and reading instruction.

ESOL components are included within the SAVVAS MyView Literacy (K-5) reading program, such as leveled texts, to supplement the lesson and provide differentiated support to ELL students. All students, including ELL students, who are performing below grade level will be referred to the RtI process. Interventions that will be provided include push-in/pull-out support and small-group instruction. Progress Monitoring Plans (PMP) will be created for all students, including ELL students, to properly document types and frequency of interventions. The ESOL coordinator will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS for ELLs, will be administered as appropriate.

Students in CSUSA Schools who have been identified and qualify for a Gifted Education Program, each have an Educational Plan (EP). The schools' gifted teachers work collaboratively with the instructional team to support the students in the achievement of their EP goals. Strategies utilized will allow students to be academically challenged and will focus on higher-order thinking skills. The team works together to review student data and identify enrichment areas which may be targeted through differentiated instruction. Through differentiated activities, gifted students' studies may encompass holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher-selected topics.

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions. The norm-based Northwest Education Association (NWEA) assessment or other comparable assessments are used as the universal screenings for all grade levels, K-10 to determine student need for intervention. For the complete breakdown of diagnostic tools used and frequency of assessment during the RtI process, see Assessment section beginning on page 15.

All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted throughout the year. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress.

Reading Program Specifications

In order to make reading a "primary focus," all objectives from the *Just Read Florida!* Reading Program Specifications that follow will be implemented at CSUSA Schools.

Specification 1: Professional Development

- Comprehensive Initial Professional Development
- Professional Development for Everyone
- Frequent and Continuous Professional Development
- Professional Development to Impact Change
- Professional Development Led by School-site Expertise

CSUSA Schools will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided evidence-based professional development targeted to school improvement goals and aligned to the science of reading. Literacy trainings will help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies. Teachers will meet in professional learning communities weekly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons that are aligned to state benchmarks. Additionally, team leads participate in monthly leadership meetings with administrators. Based on administrative/support walk-throughs, site visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administrators, curriculum specialists, or curriculum resource teachers (CRTs). At least one CRT will be on staff at all CSUSA Schools, and a regional curriculum specialist will be assigned for support.

Professional development will be provided at least monthly, in addition to weekly grade level meetings, and on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student reading progress, and develop an action plan for professional development. These data chats can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities. Professional development will have an emphasis on dyslexia, multisensory interventions and explicit instructional approaches. Florida's BEST Standards and scientifically based reading research and evidence-based practices will also be an area of focus for professional development and PLCs. Mentor teachers and model classrooms may be used as additional coaching strategies to supplement the traditional professional development already in place. A sample professional development agenda is shown in Table 3 that follows. In addition to the following network-wide plan, see the school addendums for individual schools' customized professional development plans.

Table 3

Professional Development Agenda		
Month	Topic	Facilitator
July/August	CRT Boot Camp	Curriculum Specialist
September	Data Driven Instruction	Curriculum Resource Teacher
October	Cadre webinar	Curriculum Specialist
November	Coaching Cadre in person	Curriculum Specialist
December	Small Group Instruction	Curriculum Resource Teacher
January	Cadre Webinar	Curriculum Specialist
February	Coaching Cadre in person	Curriculum Specialist
March	Literacy Across Content Areas	Curriculum Resource Teacher
April	Cadre webinar	Curriculum Specialist
May	Cadre Webinar	Curriculum Specialist

Instructional personnel who have not yet earned a reading certification, endorsement or an advanced degree in scientifically researched and evidence-based reading instruction will be provided opportunities to obtain these through partnerships with higher education institutions and/or state approved Education Preparation Institutes.

In preparation for their highly supportive roles within CSUSA Schools, CRTs attend training workshops each year to further professional knowledge on how to best serve CSUSA Schools. In order to facilitate professional development to the teachers throughout the year, CRTs attend Curriculum Cadres and webinars provided by curriculum specialists.

Principals and Assistant Principals have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and Assistant Principals attend meetings to receive support within their positions.

CSUSA also has a professional development plan for New Teacher Induction (NTI) prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive at least one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO). These two-week trainings are provided by CSUSA, and are facilitated by Curriculum Specialists, site-based administrators, and Curriculum Resource Teachers. During the first days of NTI/RTO, all teachers new to the school will receive comprehensive training that ensures their understanding and implementation of the GVC. In subsequent days, all teachers will receive training based on the Marzano works, *What Works in Schools: Translating Research into Action (2003), and Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001).* This professional development will support all areas of reading instruction, including the use of targeted instruction, differentiated instruction, formative and summative assessments, tracking and monitoring progress, and working with special needs students such as ELL and students with disabilities.

Teachers have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal. In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, by seeking professional development outside of the requirements of CSUSA Schools.

Professional development based on reading instructional software programs occurs throughout the year. Both CSUSA and the individual software companies provide these trainings. Training formats include face-to-face, train-the-trainer, network wide webinars and continuous follow up visits and support. Trainings are also provided by core textbook publishers throughout the year on appropriate, new uses of resources, including ways to best utilize provided materials to reach struggling readers.

The roles and responsibilities of instructional coaches can vary depending on the specific needs and goals of the school. However, some common roles and responsibilities include Coaching, Data, Curriculum, Professional Development, and Culture.

The table below explains in detail the coaching and professional development standards for Curriculum Resource Teachers (CRTs) and examples of responsibilities that fall within these standards. Instructional Coaches are not limited to the responsibilities listed and are differentiated based on school/teacher needs.

CSUSA Curriculum Resource Teacher (CRT) Standards	
CRT Standards	**Sample Responsibilities**
Standard 1: Coaching The CRT utilizes the coaching cycle tools to model, coach, and provide meaningful feedback to build capacity in instructional staff.	Tier teachers based on support needed. Walk-throughs Targeted observations Instructional Strategies and Resources Feedback Modeling Coaching Maintain documentation of coaching cycles
Standard 4: Professional Development The CRT facilitates meaningful, differentiated professional learning opportunities aligned to the school-wide strategic plan and State initiatives.	Differentiate Teacher Professional Days Establish follow up systems/implementation Provide assistance with DPP goals Collaborate on PD calendar Track PD Points PLC's NTI/RTO Instructional Action Planning

Tiering teachers is an essential part to coaching as one of the initial steps. When tiering teachers, the leadership team considers several factors, including but not limited to student growth, progress monitoring data, classroom observations, etc. Coaching support for teachers is differentiated and varies based on teacher need. Teachers identified as needing intensive support would then work with coaches to begin a coaching cycle based on the identified areas of opportunity.

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The frequent administrative/support walk-throughs and site visit feedback will be targeted to track teachers' mastery of high-probability, research-based instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each interim assessment and benchmark assessment provided by the Northwest Evaluation Association (NWEA) or other comparable assessments to evaluate the effectiveness of each chosen instructional program. These assessments are described further in this plan. Core curriculum may be supplemented by the purchase of novels and other approved fiction and nonfiction texts for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students. The Curriculum Resource Teacher will collaborate with the reading and content area teachers to create text sets or collections of books around a topic of inquire at varying levels of complexity. If an individual school has received a Title I designation, there also could be additional resources and personnel, such as a reading coach, to assist with the selection of materials.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing reading as a priority. Schools may support reading as a priority by spearheading a Reading Challenge in which all students will be expected to read a specific number of books at their independent level throughout the year.

Table 4 below provides CSUSA guidelines for the number of books that may be read by each student:

Table 4

Sample Reading Challenge Goals	
Grade Level	Number of Books
Kindergarten	100
1st - 5th Grade	50
6th – 12th Grade	30

Teachers can monitor students' independent reading, and check for comprehension in a variety of ways including, but not limited to, student created illustrations, summaries, and verbal explanations. Progress toward the school-wide goal will be tracked and celebrated on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students may have the opportunity to use tablets or e-readers as well.

Staff members may also participate in a similar reading challenge. This can further promote CSUSA Schools' vision of creating the desire for students to be life-long learners as teachers will be role models, demonstrating their love for learning through reading.

CSUSA Schools will also have a Literacy Committee or Reading Leadership Team in order to develop programs and activities that will promote reading throughout the school.

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Speaking and listening skills is an essential component of literacy. Expressive and receptive oral language skills will be provided throughout the English Language Arts instructional block. Opportunities for students in all grades will be provided to engage in developmentally appropriate collaborative partner, small group and whole class discussions. These discussions will include vocabulary development, guided practice, demonstrating understanding by summarizing and retelling, reporting on topics and relating key details of stories in a logical fashion, presentations and picture chats.

Phonological awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit whole group instruction, these skills are further mastered through small group instruction, centers, and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

To build academic vocabulary, teachers will choose the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction with leveled texts. By providing direct, systematic instruction for all six components of reading, CSUSA Schools will ensure that all students achieve annual growth in reading.

Using an integrated approach, writing will be a part of all content areas. Included in this approach will be elements from direct skill instruction and the process-oriented methodology including frequent opportunities for students to engage in, and apply specific skills in a variety of communication activities. Additionally, writing skills will be strengthened across the curriculum through responding to text and the use of writing strategies such as, planning, revising, editing, peer review and collaboration. Furthermore,

text production and process writing approaches will be incorporated. Technology, such as word processing will be utilized as support.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for "bell-to-bell" instruction, with research-based strategies implemented to engage students within learning the entire time. These lesson plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what is happening in the classroom and assists with appropriate instructional pacing.

Teachers are also expected to map out their lesson plans in a very structured, research-based manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject.

Reading processes and literary analysis skills will be taught through direct instruction of content cluster skills and by modeling of metacognitive comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction. Students will have access to leveled readings and activities in targeted small groups and centers used for individualized instruction and practice. Highly qualified teachers will appropriately group students by level and differentiate instruction targeted to particular groups' needs through scaffolded, reading lessons. Additionally, instructional software, which adapts to student's individual needs will be used.

Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. During this time, teachers can work with small-groups, and focus on targeted instruction using research-based strategies through targeted small group instruction and implement differentiated and skill-specific centers. This allows teachers to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson. This effective use of instructional time plan applies to all subject areas, not just reading. For those students who are in need of extra instructional time and support, see the sample schedules provided.

Assessment

At the beginning of every school year, teachers will analyze previous year's state assessment scores and identify each student's reading level through a variety of assessments. Examples of assessments that may be available for CSUSA Schools are shown in Table 5.1 below. See the school addendums for specific progress monitoring assessments used at individual schools and Attachments A and C for more information about CSUSA assessments.

Table 5.1

Grades K-2 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; STAR; iReady	Up to 3 times a year
Diagnostic	iReady Progress Monitoring; DIBELS; NWEA Reading Fluency	1-3 times a year
Progress Monitoring	STAR; Easy CBM; DIBELS; NWEA Reading Fluency; DAR; MyView	Minimum of every 3-4 sessions within a 6-8-week intervention cycle
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments	Range: by unit → 3 times a year

Table 5.2

Grades 3-5 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; FAST; iReady	Up to 3 times a year
Diagnostic	iReady Progress Monitoring; DIBELS; DAR; NWEA Reading Fluency	1- 3 times a year
Progress Monitoring	FAST/Cambium; Easy CBM; STAR; DIBELS; DAR; NWEA Reading Fluency; MyView	Minimum of every 3-4 sessions within a 6-8-week intervention cycle.
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments	Range: by unit → 3 times a year

Table 5.3

Grades 6-12 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; iReady (6th- 8th); FAST	Up to 3 times a year
Diagnostic	DIBELS; DAR; iReady Progress Monitoring (6th-8th)	1-3 times a year
Progress Monitoring	Easy CBM; FAST/Cambium (6-10); DIBELS, DAR	Minimum of every 3-4 sessions within a 6-8-week intervention cycle.
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments;	Range: by unit → 3 times a year

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. For those students with disabilities for whom participation in the regular state assessments has been deemed not appropriate per their Individualized Education Plans, alternative options will be provided per the Florida state guidelines. CSUSA Schools will be in compliance with all guidelines and requirements, including assessments for students with Individual Education Plans and English Language Learners. For those third grade students who do not meet standardized testing passing requirements, CSUSA Schools will utilize state approved alternative assessments for good cause promotion. Teachers will administer formative and summative standard based assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times.

NWEA MAP Growth, or a comparable assessment, may be administered three times per year, as well as interim assessments will provide data regarding progress toward the state-mandated assessment, and are described as follows:

- NWEA Interim Formative Assessments - The Northwest Evaluation Association (NWEA) MAP Growth assessments are nationally normed, and proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP). These assessments are adaptive and computer-based, which help prepare students for the format of the state assessments as well. NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student.

Assessments are followed by a decision-making process to determine the next action to take to meet students' needs. Teachers use data from state assessments, NWEA MAP, interim assessments, and class assessments to drive the decision- making process with regard to differentiated instruction. This decision making includes re-teaching, changing the instructional strategies, or modifying the developed product to demonstrate understanding. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 intervention sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8-weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention. Time frames may be adjusted based on LEA guidelines.

Differentiated Instruction

CSUSA Schools will follow the belief that differentiated instruction includes:

- A teacher's response to student needs
- The recognition of students' varying background knowledge and preferences
- Student-centered instruction that addresses students' differences
- A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in various ways: with the content students are learning; the process or environment in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research- based best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on- level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below- level, and ELL students. Teachers will utilize various rigorous and standards-based center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Plus).

To further enhance learning for those students who are higher-level, including gifted learners, CSUSA Schools will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Comprehensive Core Reading Plan (CCRP) Materials: CSUSA Schools will use SAVVAS MyView Literacy (K-5) and Houghton Mifflin Harcourt Into Literature (6-12). As all reading resources are consistently reviewed and evaluated, these choices may change in the future if new, more effective, research-based resources are determined. As stated previously, these proposed programs include a range of diverse print and media aligned with the Florida's BEST Standards. Within the programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students.

Accompanying instructional materials such as workshop kits and decodable books, will be used for differentiated instruction during the K-5 90-minute ELA block, and during the regularly scheduled double block of middle school ELA as illustrated on the sample student schedules in this document. This integrated reading and ELA block will infuse reading instruction for all students through the use of research-based strategies such as close reading experiences and novel studies with the use of exemplar texts. The increase in complexity will be accomplished by exposing students to authentic texts. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials

CSUSA Schools will meet the individual needs of students during the school day. The schedules outlined in this plan show additional minutes outside of the uninterrupted 90- minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute ELA block in times such as the RtI block, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. A comprehensive list of programs, materials and resources for SIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support SIRP at the 6-12 grade levels.

Comprehensive Intervention Reading Programs (CIRP) Materials: CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read one or more years below grade level, these students will be given additional instructional minutes using an evidence-based intervention program. In addition to SIRP intervention, students will receive this additional instruction outside of the regularly scheduled ELA block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning. A comprehensive list of programs, materials and resources for CIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support CIRP at the 6-12 grade levels.

Attachment C demonstrates a sample of the decision-making process through which students are identified for strategic or intensive support. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Also, reflected in Attachments A and B are examples of materials that may be utilized during the intervention process. Listed materials will be utilized as the resource, such as FCRR, for research-based reading acquisition strategies. When students are not responding to an intervention their supports are increased, and/or the intervention being used is changed. Assessment and progress monitoring is continued in order to determine and target the deficiency.

Use of Technology and Digital Materials

A primary focus of CSUSA Schools is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. CSUSA Schools will do the same and leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this may include:

- Flat screen televisions with interactive tablets
- SMART/Interactive Panel Boards
- Laptop computers
- Computer labs
- Tablets
- Document cameras
- Production room

CSUSA Schools will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. CSUSA Schools will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student needs.

Evidence-Based Intervention Resources, Programs, and Materials

Examples of Evidence-Based Assessments

Additional evidence –based assessments may be used at the individual school level.

Name of Assessment	Type of Assessment	Frequency
NWEA MAP Growth (K-12)	Screening	up to 3 times per year
NWEA Reading Fluency (K-5)	Screening, Diagnostic and/or Progress Monitoring	up to 3 times per year
STAR Early Literacy/Reading State Assessments (K-2)	Screening	3 times per year
MyView, MyFocus (K-5)	Progress Monitoring	Ongoing, as needed
Read 180	Progress Monitoring	Ongoing, as needed
DIBELS (through 8th grade)	Diagnostic/Progress Monitoring	Ongoing, as needed
Easy CBM (K-12)	Diagnostic/Progress Monitoring	Ongoing, as needed
FAST Progress Monitoring (3-10)	Progress Monitoring	2 times per year, plus summative FAST
DAR (K-12)	Diagnostic/Progress Monitoring	Ongoing, as needed
i-Ready (K-8)	Screening/ Diagnostic	1 to 3 times per year

Examples of Evidence-Based Intervention Resources, Programs, and Materials

Additional evidence-based programs, resources and materials may be used at the individual school level.

Resources/ Program	Grade Level	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Lexia Core 5	K-5	x	x	x	x	x	x
Lexia Power Up	6-12		x	x	x	x	
i-Ready	K-8	x	x		x	x	
Reading Horizons	4-12			x	x	x	x
Read 180	3-12	x	x	x	x	x	
Phonics for Reading	2-6	x	x	x			
Intensive Reading Course	MS Course	x	x	x	x	x	x
Edgenuity MyPath	6-12				x	x	
STARI	6-8			x	x		
FCRR	K-12	x	x	x	x	x	x
Scholastic Reading Kits	K-5	x	x	x	x	x	x
Exact Path	K-12	x	x	x	x	x	x
Spire	1-8	x	x	x	x	x	X
Orton Gillingham	K-12	x	x	x	x	x	
Heggerty	K-12	x	x				
Corrective Reading	3-12	x		x	x		
SIPPS	K-12	x	x	x		x	
*See school specific addendums for details.							

Attachment B

Reading Intervention Decision Tree

Reading Intervention Decision Tree Planning Tool for All Students*

Start Here:
Identify Students who demonstrate a substantial reading deficiency, according to the universal screener.

Screeners:
NWEA (K-12)
STAR Early Literacy (K-3)
i-Ready (K-8)

Has the student been given a diagnostic reading assessment to identify the specific reading deficiency?

No

Administer a diagnostic reading assessment to identify the specific reading deficiency.

Stand-alone Diagnostics:

NWEA Reading Fluency
DIBELS (through 8th grade)
DAR (K-12)
i-Ready (K-8)

Yes

Based on the diagnostic assessment analysis (determining the need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, or comprehension), provide immediate targeted intervention in small groups of students with the same deficiency.

Phonological Awareness

Interventions:
Lexia (Core5), i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Heggerty, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DIBELS, DAR, NWEA Skills Checklist; NWEA Reading Fluency, MyView/MyFocus, STAR

Phonics

Interventions:
Corrective Reading(SRA), Lexia (Core 5), Heggerty, i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DIBELS, NWEA Skills Checklist; NWEA Reading Fluency, DAR, MyView/MyFocus, STAR

Fluency

Interventions:
Corrective Reading(SRA), Lexia (Core 5), Reading Horizons Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, Dreambox Reading, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Read 180, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM, DAR, DIBELS, NWEA Reading Fluency, MyView/MyFocus

Vocabulary

Interventions:
Lexia (Core 5), Lexia Power Up, FCRR, Scholastic Reading Kits, i-Ready, Edgenuity My Path, Reading Horizons, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Read 180, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST

Comprehension

Possible Interventions:
Corrective Reading (SRA), Lexia (Core 5), Lexia Power Up, Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, i-Ready, Dreambox Reading , Edgenuity My Path, Orton Gillingham, Reading Horizons, SPIRE, Magnetic Reading, Read 180, Achieve 3000, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST

**Response to Intervention (RtI) includes multilingual learners and students with disabilities*
***Additional progress monitoring tools may be used to align with intervention programs*

Attachment C

Data-Driven Decision-Making Tool

Data-Driven Decision Making

Kindergarten – 2nd Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th Percentile – 20th Percentile	Below 10th Percentile
NWEA Map Reading Fluency	Exceeds	Meets	Meets	Approaching	Below
FAST Early Literacy/Reading	N/A	N/A	N/A	10th – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
	Additional Notes/Considerations: Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data. Click HERE for statute 1008.25, referencing substantial reading deficiencies.				

Eligibility Criteria and next steps for K-2

IF	Below 10th Percentile on Universal Screener & Below on NWEA Map Reading Fluency	Below 10th Percentile on Universal Screener & Above on NWEA Map Reading Fluency	Between 10th – 20th Percentile on Universal Screener & Approaching or Below on NWEA Map Reading Fluency	Above 20th Percentile on Universal Screener & Below on NWEA Map Reading Fluency	Above 20th Percentile on Universal Screener & Approaching on NWEA Map Reading Fluency	Above 20th Percentile on Universal Screener & Meets/Exceeds on NWEA Map Reading Fluency
Then	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions & implement a monitoring plan	No additional steps needed

3rd Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
Tiered Instruction Tier 1 includes differentiation	Tier 1 + Enrichment/Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th	30th – 49th	21st – 29th Percentile	Below 20th Percentile
Instructional Minutes Required	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 30th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data • Click HERE for statute 1008.25, referencing substantial reading deficiencies.				

Eligibility Criteria and next steps for 3rd grade

IF	Below 20th Percentile on Universal Screener	Between 21st – 29th Percentile on Universal Screener	Above 30th Percentile on Universal Screener & Level 1 or 2 on ELA state assessment	Above 30th Percentile on Universal Screener & 3+ on ELA state assessment
Then	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions, administer NWEA Map fluency to determine if a Diagnostic Assessment is needed	No additional steps needed

4th & 5th Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 90-minute uninterrupted ELA block	• 90-minute uninterrupted ELA block	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 20th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data				

Eligibility Criteria and next steps for 4th and 5th grades

IF	Below 20th Percentile on Universal Screener	Above 21st Percentile on Universal Screener & Level 1 or 2 on FAST Reading	Above 21st Percentile on Universal Screener & 3+ on FAST Reading
Then	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions, and/or administer NWEA Map fluency (or alternative) to determine if a Diagnostic Assessment is needed.	No additional steps needed

6th Grade – 8th Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th Percentile – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block • 30-minute intervention block 2/week	• 50-minute minimum ELA block • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 20th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data				

Eligibility Criteria and next steps for 6th grade – 8th grade

IF	Below 20th Percentile on Universal Screener	Above 21st Percentile on Universal Screener & Level 1 or 2 on FAST Reading	Above 21st Percentile on Universal Screener & 3+ on FAST Reading
Then	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions, and/or administer NWEA Map fluency (or alternative) to determine if a Diagnostic Assessment is needed.	No additional steps needed

9th Grade and Beyond

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP administered to FAST level 1 & 2 students	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th Percentile – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block • 30-minute intervention block 2/week	• 50-minute minimum ELA block • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 20th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data				

Eligibility Criteria and next steps for 9th grade and beyond

IF	Level 1 or 2 on FAST Reading	Below 20th Percentile on Prior NWEA MAP Reading data	Level 3+ on FAST Reading
Then	Administer NWEA MAP Reading	Administer Diagnostic Assessment	No additional steps needed
IF	Below 20th Percentile on NWEA MAP Reading		
THEN	Administer Diagnostic Assessment		

ATTACHMENT

E

Student Progression Plan

2024-2025
Student Progression Plan

BOARD APPROVED

Table of Contents

INTRODUCTION *3*
ATTENDANCE AND ABSENTEEISM *3*
ENTRY REQUIREMENTS *5*
Initial School Entry **6**
Kindergarten and First Grade Entry Requirements **8**
General Student Transfer Information **8**
WITHDRAWAL PROCEDURES *11*
CURRICULUM *12*
Remediation and Intensive Instruction **12**
Enrichment Opportunities **13**
SPECIAL PROGRAMS *14*
ASSESSMENTS—STATEWIDE, SCHOOL & END-OF-COURSE ASSESSMENTS *19*
Statewide Assessments **19**
School Assessments **22**
Assessment Accommodations **23**
Grading Scale **23**
REPORTING STUDENT PROGRESS *24*
STUDENT PROMOTION PERFORMANCE LEVELS *25*
K-5 Student Progression Charts **26**
Middle School Progression **28**
Credit Requirements for High School Graduation **30**
Course/Credit Recovery **31**
THIRD GRADE MANDATORY RETENTION AND GOOD CAUSE EXEMPTIONS *32*
ACRONYMS LIST *34*

BOARD APPROVED

INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population. References and language in this document will be continuously updated to align with statutory and legislative changes made by the Florida Department of Education.

ATTENDANCE AND ABSENTEEISM[1]

In accordance with Florida Statute 1003.24, school attendance is the direct responsibility of the parent(s) and child(ren). Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in Florida Statute and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Attendance Policy and Procedures

The School's handbook outlines the attendance procedures, which align to the following requirements:

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided. When the child returns to school, a written note is required in order for the absence to be considered excused, as long as it meets one of the listed requirements below.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.
- Please refer to the required Parent Obligation for attendance requirements when choosing our charter school.
- If an excused absence is required for more than 10 school days, the school will work with the family to consider hospital-homebound or other district alternatives.
- Students with excused absences will have 10 days to complete make up work. Please note, students must be in physical attendance at school to receive mastery assignments and mastery grades.

Excused Absences

The following situations/reasons qualify as excused absences:

- Student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- Medical appointment;
- An excused absence as defined by State Board of Education Rule 6A- 1.09515 to implement Florida Statute 1003.21(2)(b)2;
- Death in the family;
- Observance of a religious holiday or service
- Subpoena by a law enforcement agency or mandatory court appearance;
- Suspensions;
- Field trips which are authorized by the principal; and/or
- Other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee).

[1] Formal attendance will be taken daily for all students.

Unexcused Absences

An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories.

Make-Up Work

For excused absences, the student will be afforded the opportunity to make-up work without academic penalty. Students with excused absences will have 10 days to complete make up work. Please note, students must be in physical attendance at school to receive mastery assignments and mastery grades.

Reporting Attendance Cases

When a student has accumulated at least 3 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 15 unexcused absences or absences for which the reasons are unknown, within 90 calendar days, the case must be reported to administration or the student services coordinator. A meeting must then be convened to determine if a pattern of non- attendance is developing or exists. If deemed appropriate, interventions may be developed to support this student, which may include: frequent communication between school and family; mentoring; counseling; evaluation for alternative education program; attendance contracts; agency referral(s); or Truancy Petition. The School will adhere to all statutory requirements regarding a Truancy Petition.

Habitual Truants

Each public-school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Students with Active Section 504 Accommodation Plans

When a student with an active 504 Accommodation Plan has excessive absences, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104] The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE)

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one (1) indicator of a student's access to instruction. Refer to State Board of Education Rule 6A-6.0331(1)(c), and the *Exceptional Student Education Policies and Procedures (SP&P)*.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for Hospital/Homebound Services provided in collaboration with the LEA. Complete information regarding the criteria for a Hospital/Homebound Program can be found in State Board of Education Rule 6A-6.03020 and State Board of Education Rule 6A-6.03411.

Tardiness

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. A tardy will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those for excused absences. Every 3rd unexcused tardy will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court. This does not apply for reporting for Full-Time Equivalent Enrollment (FTE) purposes. Complete information regarding tardiness can be found in Florida Statutes 1003.02(b) and 1003.26.

Early Pick-Up

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. A tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 3rd unexcused tardy will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K-8, once the student has accumulated an excused tardy 3 times or absences due to leaving school early for medical/dental reasons within a semester, the parent may be asked to provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused. Complete information regarding early pick-up can be found in Florida Statutes 1003.02(b) and 1003.26.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

ENTRY REQUIREMENTS

Initial School Entry

In accordance with Florida Statute 1003.21, it is the responsibility of the parent(s) of students entering the School for the first time to present evidence of the child's age at the time of registration. Entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The principal may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- A duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
- An insurance policy on the child's life that has been in force for at least two (2) years;
- A bonafide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or Certificate of Arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school record of at least (four) 4 years prior to application, stating the date of birth;
- If none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public-school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of physician had examined the child and believes that the age as stated in the affidavit is substantially correct.

To register a student, the following types of documents are required[2]:

- Two proofs of residence (copy of legal guardian's photo ID, copy of a utilities bill, copy of lease agreement, etc.)
- Copy of birth certificate
- Proof of immunization
- Proof of physical exam (Within the last 12 months)
- Proof of guardianship (If student is not living with parents)
- Request for Transcripts/Cumulative Folder
- Parent Contract
- Internet Use and Promotion Form
- Dress Code Agreement
- Photograph and Video Release Permission Form
- Parent Volunteer Agreement
- Home Language Survey
- Special programs information (Copy of IEP, 504, or EP, ifapplicable.)
- Contact and Emergency Information Card
- Copy of most recent Report Card (Ifapplicable)
- Copy of any Standardized Testing (Ifapplicable)
- ESOL/ELL or Literacy Folder (Ifapplicable)

According to Florida Statute 1003.01(12) and State Board of Education Rule 6A-6.03411(1)(s), students who are without a fixed, regular, and adequate nighttime residence, are considered

[2] Additional documents and information may need to be presented at the time of registration.

as children and youths who are experiencing homelessness. Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (Section 725) 42 U.S.C.A. §11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty school days of enrollment. Refer to Florida Statute 1003.21(1)(f) for procedures relating to the enrollment of these students.

Exceptional Student Education (ESE) Students

An ESE student, who has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures.

Health Requirements – Physical Examination and Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute 1003.22 to present, at the time of entry, a valid health examination documented on State of Florida *School Entry Health Exam Form* (DH 3040) performed within one (1) year prior to enrollment. [State Board of Education Rule 6A-1.0985]

Physical Examination Requirements

STUDENTS	PHYSICAL EXAMINATION
All students	School Health Entry Exam on Form DH 3040 required for pre-K, kindergarten and 7th grade.
All transfer students within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040 (original or copy) for at least kindergarten and/or 7th grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040 and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute 1003.22 to present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680). In accordance with State Board of Education Rule 6A-1.0985 and Fla. Admin. Code 64D-3.046, students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption.

Kindergarten and First Grade Entry Requirements

Kindergarten

In accordance with Florida Statute 1003.21(1)(a)2, entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

First Grade

In accordance with Florida Statute 1003.21(1)(b), students entering first grade must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

Students who have been enrolled in a public kindergarten must progress according to the CSUSA Student Progression Plan. Students transferring from nonpublic kindergartens:

1. Must attain the age of 6 on or before September 1 of the school year for which entry is sought; and
2. Must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

Students who meet the age requirement above may be administered kindergarten promotion assessments upon parent request. The assessment results may be used as criteria for first grade enrollment based on promotion charts within this document, as long as the student also meets the age requirement above. All other students who have not been promoted from kindergarten to first grade will be automatically enrolled into kindergarten.

General Student Transfer Information

A student who transfers to a Charter Schools USA school with documentation of completed coursework from a state or regionally accredited public or private school or institution is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation. In accordance with State Board of Education Rule 6A-1.09941, if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period. The principal makes appropriate placement decisions based on the academic performance (or age in accordance with Florida Statute), previous work or portfolios, interview with the student and parent, and other information deemed necessary to make the decision.

Kindergarten and First Grade Transfer Students

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board of Education Rule 6A-1.0985. The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in 6A-1.09941.

Entry into Kindergarten and First Grade by Out-of-State Transfer Students:

1. Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required.
2. Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the School. Prior to admission, the parent or guardian must also provide the data required.
3. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data**:
   a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
   b. An official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
   c. Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes; Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
   d. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.21, Florida Statutes.

Grades 2-5 Transfer Students

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's Florida state-mandated, standardized ELA administration must show Good Cause for promotion prior to being promoted to fourth grade.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

English Language Learner (ELL) Transfer Students

In accordance with State Board of Education Rule 6A-6.0905, ELLs are identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule 6A-6.0902(1)(2).

The English for Speakers of Other Languages (ESOL) coordinator and the Student Services Coordinator/school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. See State Board Education Rule 6A-6-6.0902(3)(b). Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented and filed in the English Language Learners (ELL) folder. Families will be assisted when necessary for language translation in order to ensure proper communication of program/courseplacement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process as outlined in the district ELL Plan.

Exceptional Student Education (ESE) and Gifted Transfer Students

The State Board of Education Rules 6A-6.0331, and the District's Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the School within Florida and students who transfer from outside of Florida.

ESE and Gifted Students Who Transfer Within Florida

If an Exceptional Education Student (ESE) or Gifted student, who had an IEP or EP that was in effect in a previous Florida school district, transfers and enrolls in a CSUSA managed school, the School and Local Education Agency (LEA) will ensure that a Free Appropriate Public Education (FAPE) is provided to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district or CSUSA school, until the School does either of the following:

- Adopts the child's IEP/EP from the previous School District or CSUSA school; or
- Develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rule 6A-6.03028 or 6A- 6.03019(1).

ESE and Gifted Students Who Transfer from Outside Florida

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the School and LEA will ensure students are provided with a FAPE, which includes services comparable to those described in the child's IEP/EP from the previous School, until the School does both of the following:

- Conducts an initial evaluation in accordance with State Board of Education Rule 6A-6.0331 (if determined to be necessary by the School); and
- Develops, adopts, and implements a new IEP/EP, if appropriate, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Education Rule 6A-6.0331 .

Students Who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

WITHDRAWAL PROCEDURES

Student Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. Principals may have the authorization to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school, complete the exit interview and report to the local school district to register the student in the new program.

CURRICULUM

The School's Guaranteed and Viable Curriculum (GVC) incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and Next Generation Sunshine State Standards (NGSSS), as applicable.

The curriculum includes standards/benchmarks for the following content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Fine Arts (Music/Art)
- Physical/Health Education

These standards delineate the academic achievement for which the state will hold schools accountable. Research-based instructional materials are provided as tools to support instruction in elementary school classrooms.

Remediation and Intensive Instruction

The school has an established, comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained and provided intensive instruction. This intensive instruction is different from the previous year's programming and takes into account the student's learning style. School personnel uses all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school. A student's reading proficiency will be monitored, and the intensive instruction will continue until the student demonstrates grade level proficiency pursuant to Florida Statute 1008.25(5)(a).

Reading Remediation

The K-12 Comprehensive Reading Plan for the school outlines specific intervention programs, schedules, and strategies to address necessary instruction and remediation for students in all grade levels.

Any student in kindergarten through third grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments, must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. Pursuant to Florida Statutes 1002.20(11) and 1008.25, the parent(s) of any grade K-3 student who exhibits a substantial deficiency in reading, based upon school- determined or statewide assessments conducted in kindergarten, 1st grade, 2nd grade, 3rd grade, must be notified in writing.

Third Grade Intensive Instruction

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer School. In accordance with Florida Statute 1008.25, these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically evidence-based reading instruction, an additional thirty (30) minutes of intensive intervention, and other strategies, which may include, but are not limited to the following:

- Small group instruction;
- Integration of science and social studies content within the ninety (90) minute block;
- Reduced teacher-student ratios;
- More frequent progress monitoring;
- Tutoring or mentoring;
- Transition classes containing 3rd grade and 4th grade students; and/or
- Extended school day, week, or year.

Third grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation in accordance with Florida Statute 1012.34, and provide students who are retained under Florida Statute 1008.25 (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher certified or endorsed in reading.

NOTE: Course recovery expectations for grades 6-12 are outlined later in this document.

Enrichment Opportunities

The School will provide multiple opportunities for advanced students to participate in enrichment activities. To accommodate learners that need enrichment, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Specific strategies may include, and are not limited to:

- Marzano's High Probability instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning
- Challenge-based learning
- Academy/Certification models
- High school programming

As a tool to support differentiation, the School may also utilize blended learning strategies that include:

- Opportunity to learn content that may not be offered in a traditional brick-and-mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest)
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains
- Unlimited access to work at the student's pace and time
- Pograms that accommodate "Flipped Learning," which allows students to learn the lesson at home and practice what is learned in the classroom
- Additional programs for advanced (enrichment) academics

ADVANCED COURSEWORK

High School Level Coursework in Middle school

Students in middle school who demonstrate readiness are eligible to take advanced courses in which they will earn high school credit. The possible courses offered include, but are not limited to, Algebra I, Geometry, Biology, Physical Science, and U.S. History. Entry of students into a high school level course is up to the discretion of the principal. The principal will take into consideration various factors to determine academic readiness, including student grades, performance on state assessments, and results from a screening exam. Students must be proficient in previous year's course, as well as perform in the upper quartile of the proficient levels on state assessments[3]. Students who wish to take Geometry must first take and pass the Algebra I course and EOC. Students who wish to take Algebra II must first take and pass the Geometry course and EOC. Students must maintain proficiency in the high school level course in order to maintain course enrollment.

College Credit Coursework in High School

Students in high school who demonstrate readiness are eligible to take advanced courses in which they may earn college credit.

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A- 6.0904; 6A- 6.0908, students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility. The student's Individual ELL Plan documents the instructional strategies required to ensure the student has an equal opportunity to master the General Education curriculum.

[3] Students who earned a 3, 4 or 5 on the state assessment are considered proficient or above proficiency.

Considerations for English Language Learners

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, and 6A-1.09432(6), students identified as ELL must meet the levels of performance indicated on the Student Progression Charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade-level content knowledge in English, or on a score on any single assessment instrument. ELLs are required to meet student performance standards for the appropriate grade level. However, for ELLs whose Date Entered a United States School (DEUSS) falls within one (1) year prior to the assessment date may be exempt from participating in the English Language Arts component of the state assessment in accordance with 6A-1.09432. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Gifted Education Programs

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Students identified as gifted, under State Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program may include advanced-level content and enrichment that address the student's special abilities and interests.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activities of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A 504 Team, consisting of knowledgeable individuals who are familiar with the student and who understand the evaluation data and special services options, must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning,

reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- Medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity. To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, a 504 Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a 504 Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Considerations for Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

Exceptional Student Education (ESE) Programs

Pursuant to State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to Florida Statute 1003.57.

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. Access Points are expectations for students with significant cognitive disabilities when accessing the General Education curriculum. Access Points reflect the core intent of the standards with reduced levels of complexity.

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives, when appropriate, related to meeting the student's needs that result from the student's disability. During the IEP development process, the parent(s) and student, when appropriate, should be participants in the discussions around how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule 6A-6.03028(3)(h)2]

The IEP will specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class (Refer to the district's *Exceptional Student Education Policies and Procedures (SP&P)* for details). In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability is such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily [*Exceptional Student Education Policies and Procedures (SP&P)*].

The School shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will beattending.

Considerations for Exceptional Student Education (ESE) Students

In order to be promoted to the next grade level, a student with a disability who is enrolled in an ESE program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the General Education teacher, in collaboration with the Special Program teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have beensatisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- Previous retention history;
- Current goals and objectives on the student's IEP;
- Social/emotional behavior;
- Attendance;
- Placement and a possible change in the current placement;
- Grades; and/or
- Current accommodations/modifications/services.

In accordance with Florida Statute 1008.25(1), it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the LEA to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to- grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [34 C.F.R. § 300.101(a)] State law requires that ESE students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public-school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion." [Florida Statute 1008.25(6)(a)]

This law includes specific Good Cause Exemptions to the state's promotion requirements. With specific reference to ESE students, the law exempts "Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule." [Florida Statute 1008.25(6(b)(2)]

ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute 1008.212 as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE student beyond the normal school year of the School in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the parent.

In accordance with State Board of Education Rule 6A-6.03028(3)(g)(12) ,at least annually, an IEP Team for each ESE student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course would follow the same guidelines for promotion and retention as stated further in this document under Performance Levels for Student Promotion.

ASSESSMENTS—STATEWIDE, SCHOOL & END-OF-COURSE ASSESSMENTS

Statewide Assessments

In accordance with Florida Statute § 1008.22, all eligible students in grades 3 and above must participate in all regular state-mandated assessments for accountability purposes, except as prescribed by the Commissioner of Education. Students must take the state assessment aligned to their course enrollment.

The Florida Assessment of Student Thinking (FAST) refers to the new Coordinated Screening Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FAST VPK-2

The FAST VPK-2 assessments for Early Literacy, Reading and Math will be administered three times per year. PM1-PM3 will occur within the FLDOE state assessment windows. These computer-adaptive assessments are Renaissance's Star Early Literacy, Star Reading and Star Math.

English Language Learners (ELLs)

For ELLs, administration of FAST VPK-2 assessments should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified as ELL should be screened, unless the student has arrived in the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

FAST 3-10 Reading and 3-8 Math

Each subject-area test will be administered in one session. PM1 and PM2 will be used for informational purposes only and will not be used for accountability. PM3 will be a summative assessment used for accountability purposes. Tests will be computer-adaptive through Cambium's Test Delivery System (TDS) secure browser.

Florida Statewide Science Assessment (SSA)

The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. The SSA measures student achievement of the Next Generation Sunshine State Standards in science. Usually students in grades 5 and 8 participate in the statewide science assessment. Students enrolled in accelerated science pathways and courses may take these assessments in earlier grade levels in order to accelerate their learning.

End-of-Course Assessments

All middle school students enrolled in any of the courses that require an End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course. Students in middle grades who are enrolled in any other EOC courses must take the aligned EOC assessment.

The following tables list the statewide assessments administered for each grade level and subject area based on the FLDOE as of May 2024[4]:

Category	Assessment	Grade Level
Florida Assessment of Student Thinking (FAST)	Renaissance STAR Early Literacy, Reading and Math	VPK-2
Florida Assessment of Student Thinking (FAST)	FAST Reading	3-10
Florida Assessment of Student Thinking (FAST)	FAST Writing	4-10
Florida Assessment of Student Thinking (FAST)	FAST Mathematics	3-8*

Category	Assessment	Grade Level
BEST EOCs	Algebra 1 Geometry	Middle School/High School*
NGSSS EOCs	Civics	Middle School
	U.S. History Biology 1	Middle School/High School*

Category	Assessment	Grade Level
Next Generation Sunshine State Standards (NGSSS) Assessments	Statewide Science Assessment	5 & 8*
Re-takes	10th ELA Re-takes	High School

**See notation for acceleration opportunities above*

The Florida Standards Alternate Assessment (FSAA)

The FSAA provides options to those students for whom participation in the Florida Standards Assessment (FSA) is not appropriate, even with accommodations, as identified in the student's Individualized Education Plan (IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FSAA.

Subject Grade	Grade
Access ELA	3-10
Access Math	3-8
Access Science	5 & 8
Access Civics	7
Access Algebra 1 Access Biology 1 Access Geometry Access U.S. History	High School

[4] This chart is subject to change based on adjustments made by the FLDOE.

ACCESS for ELLs

ACCESS for ELLs must be administered to all K-12 students classified as ELL with a code of LY on the first day of the test administration window.

School Assessments

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on statewide assessments. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School or may be required per Florida law.

- Interim Diagnostic Assessments, which include up to three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP) Growth.
  - NWEA MAP Growth for Reading and Math: Aligned to the BEST Standards, MAP assesses students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the student's zone of proximal development.
  - NWEA MAP Growth for Science: Aligned to state science standards, test items are helpful for assessing students up to and including 8th grade, prior to more specialized science curriculum in high school, and measures student mastery of science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels (including Biology) if desired.
- Benchmark Assessments and Instructional Focus Assessments (IFAs) will be used to gauge students' progress on mastery of the Guaranteed and Viable Curriculum (GVC). These assessments will be administered after standards are taught and will be scheduled in between diagnostic assessment periods.
- Standards-Based Classroom Assessments are formative assessments that are designed to evaluate whether a student has mastered (a) specific standard(s). Each assessment will measure the academic performance of each student on (a) particular standard(s), based on content that has been introduced and practiced.
- NWEA MAP Reading Fluency is an early literacy assessment that will be administered up to three times annually in grades K-2 to monitor progress of students' literacy skills aligned to the science of reading, and to provide formative assessment data to teachers.

Assessment Accommodations

Allowable accommodations will be provided to eligible students on school and state assessments in accordance with their IEP, 504 and/or ELL plan.

National and International Education Comparisons

Pursuant to Florida Statute 1008.22 (2), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

GRADING POLICY

Academic grades are a reflection of student mastery of the standards being taught and should not be skewed by non-academically related aspects. This grading approach provides teachers with a more accurate indicator of the proficiency level of the student as it relates to state standards. Students must be present in school to complete any mastery assignments or assessments. Therefore, student academic work will not be graded based on behavior and students will not be academically penalized for turning in late assignments or cheating. However, students will receive appropriate behavioral consequences for these actions, in addition to completing an alternative, standards-based assignment or assessment to measure mastery in instances of cheating or plagiarism.

Students will be given ample opportunity to practice the standards taught both in class and through home learning assignments, in order to demonstrate what they have learned. A child who does not complete class work during school hours may have to complete this work in addition to home learning assignments. The purpose of home learning assignments is to develop study habits in children early on in their academic lives and reinforce concepts that have been taught or to work on projects that have been assigned. If a student fails to turn in home learning, he/she should complete it for the following day. If a child consistently fails to complete home learning, there may be consequences in the classroom. It is important to note that home learning is the student's responsibility.

Parents will have real-time access to grades in the electronic grade book, and teachers will communicate with families before a report card with final grades is issued to address any concerns about students who are failing. Students enrolled in college level classes (i.e. AICE, IB, AP) may have differentiated grading policies.

Grading Scale

Academic Grades	
Kindergarten through First Grade Scale: E, S, N, U	**Second Grade through Twelfth Grade** Scale: A, B, C, D, F
E = Excellent (90-100)	A = 90-100
S = Satisfactory (75-90)	B = 80-89
N = Needs Improvement (65-74)	C = 70-79
U = Unacceptable (0-64)	D = 60-69
	F = 0-59

Citizenship Grades
The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.
Scale: E, S, N, U
E = Excellent S = Satisfactory N = Needs Improvement U = Unacceptable

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

Parent Notification Requirements

Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute 1008.25]

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. As outlined in Florida Statute 1008.25(8)(a), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency.

Frequency of Grade Reports/Progress Reports

All students will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every marking period.

Based on guidelines from the LEA, parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive report cards.

STUDENT PROMOTION PERFORMANCE LEVELS

Reading, Writing, Mathematics, and Science

The School expects students to progress through specific levels of performance in ELA, mathematics, social studies and science for each grade level. Social studies and science standards and expectations are infused within ELA for K-5. These levels of performance will be used to identify students who must receive remediation and may be retained, as well as students who have mastered content and wish to move beyond the expectation for students in the same grade level. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in Florida Statute 1008.25(6)(a). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida BEST Standards, as set forth in State Board of Education Rule 6A-1.09401.

Promotion

If a student masters any of his or her current grade level benchmarks prior to the ending of the school year, that student will have the opportunity to work toward mastery on standards above his/her grade level. Any student who masters grade level material and is provided instruction and learning opportunities above their current grade level assignment will continue to participate in whole group activities and electives with their same aged peers.

Retention

Recommendation for Promotion/Retention

The school must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not indicative of daily classroom performance. Factors outside of state assessments may include, but are not limited to, the following:

- Previous retentions;
- Level of text at which student is independently successful;
- Observations and/or checklists;
- Interim benchmark assessment data;
- Student portfolios;
- Instructional focus assessments;
- Classroom assessments; and/or
- Current grades/marks.

The ultimate decision for promotion or retention is made by the Principal based on evaluation of verifiable evidence.

K-5 Student Progression Charts

At CSUSA, reading is a primary focus in compliance with Florida Statute 1002.33(7)(a)2. The Student Progression charts show identified performance levels as they relate to state assessments, as well as other assessments and indicators pursuant to Florida Statute 1008.25(2)(a). While progression from one grade to the next is based on mastery of standards in core subject areas – English language arts, Math, Science, and Social Studies – all grade levels can take into consideration multiple factors with regard to promotion and retention. This includes performance in all areas and social and emotional readiness. The following chart is a guide for teachers and administrators to appropriately target students who may be eligible for promotion or retention. The teacher, parent, Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS) representative, and Principal will work together to ensure a plan is in place to support students. The ultimate decision for promotion or retention is made by the Principal.

K-2 Student Progression Chart
Promotion Criteria Guidance based on Spring/End-of-Year benchmark data

Promote Above Grade Level (AGL)	Promote On Grade Level (OGL)	Promote with PMP Below Grade Level (BGL)	Retain with PMP- Below Grade Level

Grade Level	Decision	NWEA *MAP Reading Fluency*	NWEA *Reading*	NWEA *Math*	iReady *Reading*	iReady *Math*	Lexile Level	FAST *Early Literacy/ Reading*	FAST Math
K	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	165+	80%ile or above	80%ile or above
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	110-164	Between 50%ile – 79%ile	Between 50%ile – 79%ile
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	BR	Below the 50%ile	Below the 50%ile
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	NR	Below the 20%ile	Below the 20%ile
1st	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	571+	80%ile or above	80%ile or above
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	165-570	Between 50%ile – 79%ile	Between 50%ile – 79%ile
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	137-164	Below the 50%ile	Below the 50%ile
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	136 and below	Below the 20%ile	Below the 20%ile
2nd	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	796+	80%ile or above	80%ile or above
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	425-795	Between 50%ile – 79%ile	Between 50%ile – 79%ile
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	367-425	Below the 50%ile	Below the 50%ile
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	366 and below	Below the 20%ile	Below the 20%ile

3-5 Student Progression Chart
Promotion Criteria Guidance based on Spring/End-of-Year benchmark data

Promote- AGL Above Grade Level	Promote- OGL On Grade Level	Promote – BGL with PMP- Below Grade Level	Retain with PMP- Below Grade Level

Grade Level	Decision	NWEA *MAP Reading Fluency*	NWEA *Reading*	NWEA *Math*	iReady *Reading*	iReady *Math*	Lexile Level	FAST *Reading*	FAST *Math*
3rd	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	986+	4+	4+
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	645-985	3	3
	Promote - BGL	Approaching	See Good Cause Requirements as Applicable				610-644	2	2
	Retain	Below	See Good Cause Requirements as Applicable				609 and below	1	1
4th	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	1161+	4+	4+
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	850-1160	3	3
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	815-850	2	2
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	814 and below	1	1
5th	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	1261+	4+	4+
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	950-1260	3	3
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	900-949	2	2
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	899 and below	1	1

NOTE: In accordance with Florida Statute 6A-1.094221, students earning an NWEA MAP RIT score or iReady scale score in the 50th percentile or higher (197+ based on the NWEA MAP RIT Scale Norms Study and 534+ based on the iReady Percentile to Score Conversion) in the Spring testing window qualify for a good cause exemption for promotion to fourth grade based on an approved alternative standardized reading assessment if MAP/iReady was administered AFTER the third-grade FAST Reading assessment. MAP/iReady may be administered up to two times total (in the Spring window) if there are at least 30 days between administrations. See Third Grade Mandatory Retention section for more information.

Middle School Progression

The credit requirements prior to entry into high school are as follows:

Course	Credits	Requirements
English Language Arts	3	Can be middle or high school level courses.
Mathematics	3	Can be middle or high school level courses. EOC assessments count for 30% of the student's grade in that course, while S1 and S2 both count for 35% each.
Science	3	Can be middle or high school level courses. Students enrolled in Comprehensive Science 3 (or an equivalent course) will take the Statewide Science Assessment. The Biology EOC assessment counts for 30% of the student's grade in that course, while S1 and S2 both count for 35% each.
Social Studies	3	Can be middle or high school level courses. EOC assessments count for 30% of the student's grade in that course, while S1 and S2 both count for 35% each. One of these courses must be a civics education course (usually enrolled in 7th grade), which is accompanied by an EOC assessment. State requirements for career planning may be met through
Physical Education	1.5	Students must take physical education for one semester of each year, unless a qualifying waiver is in place.
Electives	4.5	Can be middle or high school level courses. Elective options will be determined based on student interest and school identity. Students that are participating in course recovery to meet promotion criteria may be required to waive their elective course.

Students must pass each semester with a grade of "D" or higher in the core subject areas to be promoted to 9th grade.[5] The school will implement proactive measures to avoid and address course recovery needs. Below are options that each student will be offered in order to recover their grades and pass each course.

- If a student fails the first two quarters, he or she may:
  - Participate in course recovery for the second semester and be assigned content from the entire first semester
  - Participate in course recovery over the summer and be assigned content from the entire first semester

[5] Some final grade calculations may be changed to align with district SIS calculations.

- If a child fails the second two quarters, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire year
  - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she must participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is successfully completed.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through the blended program offered at the School.
- Student has scored an acceptable level (3, 4, or 5 in ELA, Math, Science, Algebra I, Geometry, Biology or Civics) on subject related FAST, NGSSS Statewide Science Assessment or EOC.
- Student has successfully completed the course through a summer or tutorial program.
- Student is a transfer student with documentation showing successful completion of core content courses.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of- course exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

Middle school students must have the equivalent of one class period per day of physical education for one semester of each year. Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the School.
- The parent indicates in writing that the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Credit Requirements for High School Graduation

Students entering grade nine as of 2021-2022 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24-credit standard diploma option and may be offered either (or multiple combinations of) the Advanced International Certificate of Education (AICE) diploma, the International Baccalaureate (IB) diploma and/or the Advanced Placement (AP) diploma. Industry certification options may also be offered. Some requirements below are eligible for exemption for students obtaining an AICE Diploma.

CREDIT REQUIREMENTS	
English Language Arts (ELA) – 4 credits	ELA I, II, III, IV Honors, AICE, IB and/or AP courses may satisfy this requirement
Mathematics – 4 credits	Must Include Algebra 1 and Geometry Honors, AICE, IB and/or AP courses may satisfy this requirement
Social Studies – 3 credits	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy *New financial literacy requirement of .5 credit for the 2023-2024 ninth grade cohort and beyond.* Honors, AICE, IB and/or AP courses may satisfy this requirement
Science – 3 credits	Must include Biology I, and two equally rigorous science courses Two of three required credits must have a laboratory component Honors, AICE, IB and/or AP courses may satisfy this requirement

OTHER REQUIREMENTS	
1 Credit	Fine/Performing Arts, Speech and Debate, or Practical Arts
1 Credit	Physical Education (to include the integration of health)
7.5 Credits	Electives
.5 Credits	Personal Financial Literacy
Students must earn a 2.0 unweighted grade point average on a 4.0 scale	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at this link. Students earning AICE or AP Capstone Diplomas may receive a waiver for FLDOE approved graduation requirements.

Course/Credit Recovery

All available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, will be used to advise students in grades 9-12 of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

Students in grades 6-12 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery offered by the School. The students may be required to waive an elective course.
- Coursework in the summer on school grounds.
- Repeating the course at the school during the elective period.

As stated in Middle School Progression, below are options that each student will be offered in order to recover their grades and pass each course.

- If a student fails the first two quarters, he or she may:
  - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
  - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire year
  - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. School administrators may reach out to their state team or their Edgenuity representative for more information on course recovery implementation.

THIRD GRADE MANDATORY RETENTION AND GOOD CAUSE EXEMPTIONS

Florida Statute 1008.25 addresses reading and requires remediation of deficiencies in grades K-3. If the student's reading deficiencies are not remedied by the end of 3rd grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3rd grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following seven scenarios:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of other Languages (ESOL) program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of Section 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized English Language Arts assessment approved by the State Board of Education, which includes NWEA MAP and iReady (see progression chart for grade 3 within this document).
4. Students who demonstrate, through a student portfolio, that he/she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. (See Good Cause Portfolio below.)
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in pre-K, kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention (not remediation) for 2 or more years, but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two years. A student may not be retained more than once in grade 3.

Third Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, the student portfolio, or other qualifying assessment data. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute 1008.25(6)(c).

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete all necessary documentation for the student portfolio results. Instructional Focus Assessments (IFAs), assessments from our core reading curriculum and CSUSA portfolio assignments may be used to track standard mastery for third grade portfolio purposes. The school principal and administrative team shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

Students who are promoted to grade 4 with a good cause exemption will be provided with supports and interventions in accordance with Florida Statute 1008.25(5)(c).

Mid-Year Promotion of Retained Third Grade Students

In accordance with State Board of Education Rule 6A-1.094222, students retained in grade 3 that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State criteria or satisfactory performance on a locally selected standardized assessment. Midyear promotion for third grade students is conducted in collaboration with the district. [Florida Statute § 1008.25(7)(b)3]

A student portfolio (described above) that is used to document during-the- school-year promotion to grade 4 must have evidence of the student's mastery of 3rd grade Language Arts Florida Standards and beginning mastery of the 4th grade standards.

Per Florida Statute 1008.25(7)(b)(3), students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4 and provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

Summer Reading Academy

In accordance with Florida Statute 1008.25(7)(a)&(7)(b), the purpose of the Third Grade Summer Reading Academy, usually provided by the local school district, is to provide extended instructional services and support to students who score Level 1 on the Grade 3 statewide, standardized ELA/Reading assessment, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Whole-Grade and Mid-Year Promotion

The school will adhere to all statutory requirements regarding mid-year promotion for retained third grade students according to State Board Rule 6A- 1.094222 Standards for Mid-Year Promotion of Retained Third Graders. In all other grade levels, students will progress according to the progression charts found earlier in this document and the School Principal will make all final decisions regarding whole-grade and mid-year promotions.

ACRONYMS LIST

504 – Section 504 of the Rehabilitation Act of 1973
ADA – Americans with Disabilities Act
AICE – Advanced International Certificate of Education
AP – Advance Placement
BEST – Benchmarks for Excellent Student Thinking
DH – Department of Health
ELA – English Language Arts
ELL – English Language Learners
EOC – End-of-Course Assessment
EP – Education Plan
ESE – Exceptional Student Education
ESOL – English for Speakers of Other Languages
ESY – Extended School Year
FAPE – Free Appropriate Public Education
FAST – Florida Assessment of Student Thinking
FLDOE- Florida Department of Education
FLKRS – Florida Kindergarten Readiness Screener (AKA STAR)
FAA- Florida Alternate Assessment
FTE – Full-Time Equivalent Enrollment
GVC – Guaranteed and Viable Curriculum
IDEA- Individuals with Disabilities Education Act
IFA – Instructional Focus Assessment
IEP – Individualized Education Program
LEA – Local Education Agency
MAP – Measures of Academic Progress
MPG – MAP for Primary Grades
MRF – MAP Reading Fluency
MTSS – Multi-Tiered System of Supports
NGSSS – Next Generation Sunshine State Standards
NWEA – Northwest Evaluation Association
PMP – Progress Monitoring Plan
RIT – Rasch Unit Scale
RTI – Response to Intervention
SP&P – ESE Policies and Procedures
SWD – Students with Disabilities

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ATTACHMENT

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Assessment Plan

Last Updated 9/17/2024

Balanced Assessment System 2024-2025
FL Cover Sheet

CSUSA FL Assessment	FLDOE State Assessment	Fall Window	Winter Window	Spring Window
NWEA MAP Reading Fluency		8/12-9/27	*12/2-1/24*	*OPTIONAL: 4/14-5/30*
NWEA MAP Growth **NWEA MAP EOCs** **Progress Learning Benchmarks**		8/12-9/27	11/11-1/10	*OPTIONAL: 3/3-4/25*
Progress Learning IFAs		*Administered at the end of each unit (see Instructional Focus Calendars for recommended dates)*		
	FAST K-2 (STAR)	*8/5-9/27*	*12/2-1/24*	*4/14-5/30*
	FAST 3-8 Math ***FAST 3-10 Reading***	*8/12-9/27*	*12/2-1/24*	*5/1-5/30*
	FAST Writing			*3/31-4/11*
	EOCs & FAST Retakes	*9/9-10/4*	*12/2-12/20*	*5/1-5/30*
	SSA 5th & 8th (CBT)			*5/1-5/30*
	WIDA/ACCESS for ELLs		*1/20-3/14*	
INSERT YOUR DISTRICT WINDOWS HERE →				

Access FLDOE's most updated assessment calendar HERE, including FAA windows, (P)SAT, ACT, CLT, FCLE, etc.
CSUSA schools must follow district-establish daily testing schedules within these windows.

Required CSUSA FL Assessments

Platform	Test *(grades/courses required)*	Required Windows	Notes
NWEA MAP Reading Fluency (K-2)	MAP Reading Fluency (*grades K-2)*	**Fall and Winter**	New students in the grade bands listed are required to test within 2 weeks of enrollment. Students must receive 10-12 weeks of instruction between Fall and Winter administrations. Students must receive 25+ weeks of instruction between Fall and Spring administrations (Spring is optional)
NWEA MAP Growth Math (K-8)	Math K-2 *(grades K-1)* Math 2-5 (*grades 2-5)* Math 6+ (*grades 6-8)*	**Fall and Winter**	
NWEA MAP Growth Reading (K-8)	Reading K-2 *(grades K-1)* Reading 2-5 (*grades 2-5)* *Reading 6+ (*grades 6-8)*	**Fall and Winter** **3rd grade Spring Good Cause Required*	
NWEA MAP Growth Reading (9-12)	Reading 6+ (*grades 9-10)*	**Fall:** *Only Re-takers and Level 1-2 students from prior year PM3 Reading* **Winter**: *All 9th and 10th graders taking current year PM3 Reading*	
NWEA MAP Growth Science (3-8)	Science 3-5 (*grades 3-5)* Science 6-8 (*grades 6-8)*	**Fall and Winter**	
NWEA MAP EOCs	Life Science 9-12 *(Biology EOC)* Algebra 1 *(Alg EOC)* Geometry *(Geo EOC)*	**Fall and Winter**	
Progress Learning Benchmarks	Civics Benchmark *(Civics EOC)* US History Benchmark *(US Hist EOC)*	**Fall and Winter**	Fall (Cumulative Pre-Test) Winter (S1 content) Spring (Optional-Cumulative)
Progress Learning IFAs	ELA IFAs *(K-10)* Math IFAs *(K-8, Alg EOC, Geo EOC)* Science *(3-8)* & Biology (EOC) IFAs Civics & US History IFAs *(EOCs)*	**All Units** (see IFCs and Curriculum Maps)	
College Board	PSAT 8/9 (*grade 8)*	**Fall (or) Spring**	See College Board's PSAT 8/9 Timelines HERE

****See Data-Driven Decision-Making Tool from the CSUSA Reading Plan for additional guidance.***

ATTACHMENT

G

Student Code of Conduct

Pending charter approval, a comprehensive Code of Conduct will be developed for Innovation Academy of Excellence and approved by the governing board to assure alignment with Tallahassee State College, Tallahassee Collegiate Academy and CSUSA policies.

ATTACHMENT
H
Articles of Incorporation

Renaissance Elem →
Renaissance Charter

FLORIDA DEPARTMENT OF STATE
Glenda E. Hood
Secretary of State

September 20, 2004

RENAISSANCE CHARTER SCHOOL, INC.
6245 N. FEDERAL HWY., 5TH FLOOR
ATTN: BRAD HACKER
FORT LAUDERDALE, FL 33308

Re: Document Number N98000004768

The Articles of Amendment to the Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, were filed on September 20, 2004.

The certification requested is enclosed. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H04000187789.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Michelle Milligan
Document Specialist
Division of Corporations

Letter Number: 204A00055391

Division of Corporations - P.O. BOX 6327 -Tallahassee, Florida 32314

State of Florida

Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on September 20, 2004, to Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H04000187789. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N98000004768.

Authentication Code: 204A00055391-092004-N98000004768-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Twentieth day of September, 2004

Glenda E. Hood
Glenda E. Hood
Secretary of State

H04000187789

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION OF
RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC.

The following provisions of the Articles of Incorporation of RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC., a Florida not-for-profit corporation (the "Corporation"), filed with the Department of State on August 19, 1998, under document number N98000004768, be and they are hereby, amended as shown below:

1. Article 1 of the Articles of Incorporation of this Corporation is hereby deleted in its entirety and replaced with the following:

ARTICLE 1

Name

The name of this corporation is RENAISSANCE CHARTER SCHOOL, INC. (hereinafter called the "Corporation").

2. There are no members who are entitled to vote on the foregoing amendment.

3. The foregoing amendment was adopted by a unanimous vote of the Board of Directors of the Corporation, dated the 23rd day of August, 2004.

IN WITNESS WHEREOF, the undersigned, being a Director and Chairman of the Board of Directors of this Corporation, has executed these Articles of Amendment on this 24th day of August, 2004.

Ken Haiko

Ken Haiko, Director and Chairman of
Board of Directors

This instrument was prepared by:

Edward J. Pozzuoli, Esq.
FL Bar No.717363
Tripp Scott, PA
PO Box 14245
Ft. Lauderdale, FL 33302
(954)525-7500

ARTICLES OF INCORPORATION
OF
RYDER SYSTEM CHARTER SCHOOL, INC.

(A Florida Corporation Not for Profit)

FILED
98 AUG 19 PM 12:13
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

ARTICLE 1

Name

The name of this corporation is RYDER SYSTEM CHARTER SCHOOL, INC. (hereinafter called the "**Corporation**").

ARTICLE 2

Principal Place of Business and Mailing Address

The address of the principal office of the Corporation shall be 3600 NW 82 Avenue, Miami, Florida 33166 Attn: Glenn Schneider.

ARTICLE 3

Duration

The period of the duration of the Corporation is perpetual unless dissolved according to law.

ARTICLE 4

Purpose

The Corporation is organized exclusively for educational purposes, including for such purposes, the making of contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended (the "**Code**"), or the corresponding section of any future Federal tax code.

ARTICLE 5

Powers

The Corporation shall have the power to acquire, own, maintain and use its assets for the purposes for which it is organized; to raise funds by any legal means for the encouragement of its purposes; to acquire, hold, own, use and dispose of real or personal

property in connection with the purposes of the Corporation; and to exercise all powers necessary or convenient to the furtherance of the purposes for which the Corporation is organized; and to exercise all powers granted to a corporation not for profit under Florida law. In addition to the powers specified, the Corporation shall have the additional powers specified in its bylaws.

ARTICLE 6

Management

Management of the Corporation shall be vested in the Corporation's Board of Directors. The number and method of election of the directors of the Corporation who shall serve following the terms of the initial directors of the Corporation shall be as stated in the bylaws.

ARTICLE 7

Initial Board of Directors

The number constituting the initial Board of Directors of the Corporation is three (3). The names and addresses of the persons who shall serve as the initial Board of Directors of the Corporation are as follows:

BILLY D. IHRIG
3600 NW 82 AVE.
MIAMI, FLORIDA 33166

MICHAEL T. LYNOTT
3600 NW 82 AVE.
MIAMI, FLORIDA 33166

THOMAS E. McKINNON
3600 NW 82 AVE.
MIAMI, FLORIDA 33166

ARTICLE 8

Members

The Corporation shall have one or more classes of members. The qualifications for membership in the Corporation, the method of selecting and admitting members to the Corporation and the rights and responsibilities of members shall be as set forth in the Bylaws.

ARTICLE 9

Disposition of Assets upon Dissolution

Upon dissolution of the Corporation, any assets remaining after the payment of its debts shall be disposed of by transfer to one or more organizations that are described in section 501(c)(3) and in section 509(a)(1), (2) or (3) of the Code, or corresponding sections of any future Federal tax code, to be used for one or more of the purposes of the Corporation, or to the State of Florida or any political subdivision or agency thereof to be used for exclusively public purposes, in such proportions as the Board of Directors of the Corporation shall determine. Any such assets not so disposed of shall be disposed of by a Florida court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for public purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Notwithstanding any provision herein to the contrary, nothing herein shall be construed to affect the disposition of property and assets held by the Corporation upon trust and other condition, or subject to an executory or special limitation, and such property, upon dissolution of the Corporation, shall be transferred in accordance with the trust, condition or limitation imposed with respect to it.

ARTICLE 10

Restrictions

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 4 hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or corresponding section of any future Federal tax code, or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055, 2106(a)(2) and 2522 of the Code, or corresponding sections of any future Federal tax code.

In the event that the Corporation shall be considered to be a private foundation, as such term is defined in Section 509(a) of the Code, or corresponding section of any future Federal tax code, then in that event, the Corporation:

A. shall distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or corresponding section of any future Federal tax code; and

B. shall not (i) engage in any act of self-dealing as defined in Section 4941(d) of the Code, or corresponding section of any future Federal tax code; (ii) retain any excess business holdings as defined in Section 4943(c) of the Code, or corresponding section of any future Federal tax code; (iii) make any investments in such manner as to subject it to tax under Section 4944 of the Code, or corresponding section of any future Federal tax code; or (iv) make any taxable expenditures as defined in Section 4945(d) of the Code, or corresponding section of any future Federal tax code.

ARTICLE 11

Indemnification of Directors

The Corporation shall indemnify and advance expenses to, and may purchase and maintain insurance on behalf of, its officers and directors to the fullest extent permitted by law as now or hereafter in effect. Without limiting the generality of the foregoing, the By-laws may provide for indemnification and advancement of expenses to officers, directors, employees and agents on such terms and conditions as the Board may deem appropriate or advisable from time to time.

ARTICLE 12

Bylaws

The bylaws of the Corporation may be amended, altered, or repealed and new bylaws may be adopted only by the affirmative vote of a two-thirds (2/3) majority of the entire Board of Directors. The bylaws may contain any provisions for the regulation and management of the affairs of the Corporation not inconsistent with law or with these Articles of Incorporation.

ARTICLE 13

Amendment

These Articles of Incorporation shall be amended only by the affirmative vote of a two-thirds (2/3) majority of the members of the Corporation.

ARTICLE 14

Registered Office/Registered Agent

The street address of the Corporation's initial registered office in the State of Florida is: P. O. Box 020816, 3600 NW 82 Avenue, Miami, Florida 33166, and the name of its initial registered agent at such office is: Michael T. Lynott.

ARTICLE 15

Incorporator

The name and address of the sole incorporator is: Michael T. Lynott, 3600 NW 82 Avenue, Miami, Florida 33166 (hereinafter called the "Incorporator").

IN WITNESS WHEREOF, the undersigned, being the Incorporator for the purpose of forming a Corporation pursuant to the Florida Not For Profit Corporation Act, Chapter 617, Florida Statutes, as amended, has signed these Articles of Incorporation on this 18th day of August, 1998.

Michael T. Lynott, Incorporator

ACCEPTANCE OF APPOINTMENT OF REGISTERED AGENT

Having been named as Registered Agent and to accept service of process for the above stated Corporation at the place designated in this certificate, I hereby accept the appointment as Registered Agent and agree to act in this capacity. I further agree to comply with the provisions of all statutes relating to the proper and complete performance of my duties, and I am familiar with and accept the obligations of my position, as Registered Agent.

Michael T. Lynott, Registered Agent

Date: August 18, 1998

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FILED
98 AUG 19 PM 12:13
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

State of Florida

Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of RYDER SYSTEM CHARTER SCHOOL, INC., a Florida corporation, filed on August 19, 1998, as shown by the records of this office.

The document number of this corporation is N98000004768.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Nineteenth day of August, 1998

Sandra B. Mortham

Sandra B. Mortham
Secretary of State

CR2EO22 (2-95)

Renaissance Elem →
Renaissance Charter

FLORIDA DEPARTMENT OF STATE
Glenda E. Hood
Secretary of State

September 20, 2004

RENAISSANCE CHARTER SCHOOL, INC.
6245 N. FEDERAL HWY., 5TH FLOOR
ATTN: BRAD HACKER
FORT LAUDERDALE, FL 33308

Re: Document Number N98000004768

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Document Specialist
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Glenda E. Hood
Secretary of State

H04000187789

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TO THE
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RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC.

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2. There are no members who are entitled to vote on the foregoing amendment.

3. The foregoing amendment was adopted by a unanimous vote of the Board of Directors of the Corporation, dated the 23rd day of August, 2004.

IN WITNESS WHEREOF, the undersigned, being a Director and Chairman of the Board of Directors of this Corporation, has executed these Articles of Amendment on this 24th day of August, 2004.

Ken Haiko

Ken Haiko, Director and Chairman of
Board of Directors

This instrument was prepared by:

Edward J. Pozzuoli, Esq.
FL Bar No.717363
Tripp Scott, PA
PO Box 14245
Ft. Lauderdale, FL 33302
(954)525-7500

ARTICLES OF INCORPORATION
OF
RYDER SYSTEM CHARTER SCHOOL, INC.

(A Florida Corporation Not for Profit)

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SECRETARY OF STATE
TALLAHASSEE, FLORIDA

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MIAMI, FLORIDA 33166

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Notwithstanding any provision herein to the contrary, nothing herein shall be construed to affect the disposition of property and assets held by the Corporation upon trust and other condition, or subject to an executory or special limitation, and such property, upon dissolution of the Corporation, shall be transferred in accordance with the trust, condition or limitation imposed with respect to it.

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Restrictions

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 4 hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or corresponding section of any future Federal tax code, or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055, 2106(a)(2) and 2522 of the Code, or corresponding sections of any future Federal tax code.

In the event that the Corporation shall be considered to be a private foundation, as such term is defined in Section 509(a) of the Code, or corresponding section of any future Federal tax code, then in that event, the Corporation:

A. shall distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or corresponding section of any future Federal tax code; and

B. shall not (i) engage in any act of self-dealing as defined in Section 4941(d) of the Code, or corresponding section of any future Federal tax code; (ii) retain any excess business holdings as defined in Section 4943(c) of the Code, or corresponding section of any future Federal tax code; (iii) make any investments in such manner as to subject it to tax under Section 4944 of the Code, or corresponding section of any future Federal tax code; or (iv) make any taxable expenditures as defined in Section 4945(d) of the Code, or corresponding section of any future Federal tax code.

ARTICLE 11

Indemnification of Directors

The Corporation shall indemnify and advance expenses to, and may purchase and maintain insurance on behalf of, its officers and directors to the fullest extent permitted by law as now or hereafter in effect. Without limiting the generality of the foregoing, the By-laws may provide for indemnification and advancement of expenses to officers, directors, employees and agents on such terms and conditions as the Board may deem appropriate or advisable from time to time.

ARTICLE 12

Bylaws

The bylaws of the Corporation may be amended, altered, or repealed and new bylaws may be adopted only by the affirmative vote of a two-thirds (2/3) majority of the entire Board of Directors. The bylaws may contain any provisions for the regulation and management of the affairs of the Corporation not inconsistent with law or with these Articles of Incorporation.

ARTICLE 13

Amendment

These Articles of Incorporation shall be amended only by the affirmative vote of a two-thirds (2/3) majority of the members of the Corporation.

ARTICLE 14

Registered Office/Registered Agent

The street address of the Corporation's initial registered office in the State of Florida is: P. O. Box 020816, 3600 NW 82 Avenue, Miami, Florida 33166, and the name of its initial registered agent at such office is: Michael T. Lynott.

ARTICLE 15

Incorporator

The name and address of the sole incorporator is: Michael T. Lynott, 3600 NW 82 Avenue, Miami, Florida 33166 (hereinafter called the "Incorporator").

IN WITNESS WHEREOF, the undersigned, being the Incorporator for the purpose of forming a Corporation pursuant to the Florida Not For Profit Corporation Act, Chapter 617, Florida Statutes, as amended, has signed these Articles of Incorporation on this 18th day of August, 1998.

Michael T. Lynott, Incorporator

ACCEPTANCE OF APPOINTMENT OF REGISTERED AGENT

Having been named as Registered Agent and to accept service of process for the above stated Corporation at the place designated in this certificate, I hereby accept the appointment as Registered Agent and agree to act in this capacity. I further agree to comply with the provisions of all statutes relating to the proper and complete performance of my duties, and I am familiar with and accept the obligations of my position, as Registered Agent.

Michael T. Lynott, Registered Agent

Date: August 18, 1998

I:\mtl\law\charart1

FILED
98 AUG 19 PM 12: 13
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

State of Florida

Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of RYDER SYSTEM CHARTER SCHOOL, INC., a Florida corporation, filed on August 19, 1998, as shown by the records of this office.

The document number of this corporation is N98000004768.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Nineteenth day of August, 1998

Sandra B. Mortham
Secretary of State

CR2EO22 (2-95)

State of Florida
Department of State

I certify from the records of this office that RENAISSANCE CHARTER SCHOOL, INC. is a corporation organized under the laws of the State of Florida, filed on August 19, 1998.

The document number of this corporation is N98000004768.

I further certify that said corporation has paid all fees due this office through December 31, 2023, that its most recent annual report/uniform business report was filed on February 22, 2023, and that its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

Given under my hand and the Great Seal of the State of Florida at Tallahassee, the Capital, this the Eighth day of June, 2023

Secretary of State

Tracking Number: 0344400761CU

To authenticate this certificate,visit the following site,enter this number, and then follow the instructions displayed.

https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication

ATTACHMENT I

503 (c) (3) Tax-exempt Status

Internal Revenue Service

Date: June 17, 2004

Joy Yoder
6245 N. Federal Hwy. 5th Floor
Ft. Lauderdale, FL 33308

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Paul Perry 31-07423
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756

Dear Sir or Madam:

This is in response to your request of June 17, 2004, regarding affirmation of the tax-exempt status of Ryder System Charter School Inc.

Our records indicate that a determination letter issued in June 2003 granted this organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified this organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in section 509(a)(1) and 170(b)(1)(a)(ii).

Donors may deduct contributions to this organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Marilyn Baker

Marilyn Baker, Manager, TE/GE
Customer Account Services

ATTACHMENT J

Governing Board Bylaws

CONSENT ACTION BY
THE BOARD OF DIRECTORS OF
RENAISSANCE CHARTER SCHOOL, INC.
IN LIEU OF A
MEETING OF THE BOARD OF DIRECTORS

The undersigned, constituting all of the members of the Board of Directors of RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation not-for-profit ("Corporation"), do hereby waive all formal requirements, including the necessity of holding a formal or informal meeting and receipt/sending of notice; and consent in writing to the adoption of the following resolution, taking said action in lieu of a of the Board of Directors:

> **NOW THEREFORE, BE IT RESOLVED**, that the Amended and Restated Bylaws attached hereto as Exhibit "A" be, and hereby are, adopted as the Bylaws of this Corporation.

The action described herein shall be effective as of the 13th day of August, 2010.

IN WITNESS WHEREOF, the undersigned, being all of the members of the Board of Directors of this Corporation, have hereunto set their hands and seals for these purposes.

DIRECTORS:

Ken Haiko

Corey Gold

Dennis Clark

Thomas Wheeler

550689v1 980058.0001

CONSENT ACTION BY
THE BOARD OF DIRECTORS OF
RENAISSANCE CHARTER SCHOOL, INC.
IN LIEU OF A
MEETING OF THE BOARD OF DIRECTORS

The undersigned, constituting all of the members of the Board of Directors of RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation not-for-profit ("Corporation"), do hereby waive all formal requirements, including the necessity of holding a formal or informal meeting and receipt/sending of notice; and consent in writing to the adoption of the following resolution, taking said action in lieu of a of the Board of Directors:

> **NOW THEREFORE, BE IT RESOLVED**, that the Amended and Restated Bylaws attached hereto as Exhibit "A" be, and hereby are, adopted as the Bylaws of this Corporation.

The action described herein shall be effective as of the 13th day of August, 2010.

IN WITNESS WHEREOF, the undersigned, being all of the members of the Board of Directors of this Corporation, have hereunto set their hands and seals for these purposes.

DIRECTORS:

Ken Haiko	Corey Gold
Dennis Clark	Thomas Wheeler

550689v1 980058.0001

AMENDED AND RESTATED
BYLAWS OF
RENAISSANCE CHARTER SCHOOL, INC.
(A Not-For-Profit Florida Corporation)

ARTICLE I
NAME

Section 1.1. **Name.** The name of the Corporation shall be Renaissance Charter School, Inc. formerly known as Renaissance Elementary Charter School, Inc., and Ryder System Charter School, Inc. (the "Corporation").

ARTICLE II
ORGANIZATION

Section 2.1. **Statement of Purposes.** The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not For Profit Corporation Act, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 2.2 **Dissolution.** In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. **Members.** This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. **Management.** All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under

the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present. The affirmative vote of a majority of the Board at a meeting in which a quorum is present shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.1.3. Organization of a subsidiary or affiliate by the Corporation; and

4.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. **Number of Directors**. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. **Nomination of Directors.** Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than three (3) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. **Election of Directors.** Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open.

Section 4.5. **Vacancies**. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.6. **Resignation or Removal of Directors**. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7. **Compensation of Directors**. Directors will not receive compensation for services rendered in their capacities as Directors, and no loans shall be made to any Director.

Section 4.8. **Meetings of the Board.** All meetings of the Board and its committees are subject to the Florida Open Meetings Law, FL Stat. Chapter 286, and notice of meetings shall be provided as required therein.

4.8.1 **Annual Meetings**. The annual meeting of the Board shall be held without on April 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings.

4.8.2 **Special Meetings**. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

4.8.3 **Regular Meetings**. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting.

Section 4.9. **Quorum and Action of the Board**. In the case where there are nine (9) members appointed to the Board of Directors, five (5) Directors must be present in person or by other electronic means at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least three (3) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. In the event there are less than nine (9) members appointed to the Board of Directors, a quorum of the Directors present in person or by other electronic means shall mean a majority of those directors present in person or by other electronic means. A majority of the Directors present in person or by other electronic means, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present in person or by other electronic means at the time of adjournment.

ARTICLE V
OFFICERS

Section 5.1. **Number**. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be United States citizens, residents of the State of Florida or of Broward County. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. **Election and Term of Office**. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. **Vacancies**. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. **Resignation or Removal of officers**. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall

become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. **Chairman**. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. **President**. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. **Vice-President.** The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. **Secretary**. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. **Treasurer**. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.10. **Other Officers**. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. **Succession of Officers.** Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. **Salaries**. Officers will not receive compensation for services rendered as officers of the Corporation.

ARTICLE VI
COMMITTEES OF THE BOARD

Section 6.1. **Committees of the Board**. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. **Standing Committees**. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. **Special Committees**. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. **Committee Members' Term of Office**. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. **Committee Meetings**. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. **Resignation or Removal of Committee Members**. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. **Indemnification**. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. **Insurance**. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. **Contracts**. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. **Loans**. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. **Checks, Drafts, Etc**. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. **Deposits**. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. **Gifts.** The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. **Books and Records**. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the

Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. **Financial Statements**. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. **Certificates for Members**. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. **Fiscal Year**. The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE XI
CORPORATE SEAL

Section 11.1. **Corporate Seal**. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE XII
NOTICE

Section 12.1. **General**. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the telegraph company shall be deemed to be the time of the giving of such notice.

Section 12.2. **Waiver**. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the

person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XIII
AMENDMENTS

Section 13.1. **By Directors**. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

ATTACHMENT K

Code of Ethics

CONFLICT OF INTEREST POLICY FOR
Renaissance Charter School, Inc.

Article I - Purpose

Purpose. The purpose of this Conflict of Interest Policy is to define Member obligations and ensure Board compliance with the law**.** Members of the Board of Directors ("Members" or collectively the "Board") of Renaissance Charter School, Inc. ("School") shall be subject to the provisions of Florida law pertaining to the avoidance of conflicts of interest in holding public office, including, but not limited to, Part III of Chapter 112, Florida Statutes, Code of Ethics for Public Officers and Employees, and specifically sections 112.313(2)(3)(7)and (12) and 112.3143(3), F.S., as may be amended from time to time.

This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II - Prohibited Financial Interest

1. **Prohibited Financial Interest.** Prohibited Financial Interests are deemed a Conflict of Interest. Members shall not have a financial interest in the School either directly or indirectly, through business, employment, investment, or family. No Member shall receive compensation, directly or indirectly, from the School. Such prohibited financial interests include:

   a. An ownership interest or investment in any entity with which the School has a transaction or arrangement;

   b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors. Receiving and/or soliciting gifts or favors from vendors, entities or individuals seeking or who are in a position to seek business from or employment with the School is likewise prohibited.

Article III – Solicitation or Acceptance of Gifts

Solicitation or Acceptance of Gifts. No public Member shall solicit or accept anything of value based upon any understanding that the vote, official action, or judgment of the Member would be influenced thereby.

Article IV – Procedures Regarding Disclosure of Conflicts of Interest

1. **Duty to Disclose**. In connection with any conflict of interest, such as a matter that inures to the Board member's special gain or loss as set forth in Section 112.3143(3), F.S, with an item of Board action, a Member must disclose the existence of the conflict prior to any vote on such action

2. **Recusal.** A Member must recuse himself from involvement in any Board decision or discussion regarding any action in which the Member believes he has a conflict of interest.

3. Minutes shall be taken during every Board meeting and shall contain:

   a. The names of the persons who disclosed or otherwise were found to have a conflict of interest relating to a Board action.

   b. The names of the persons who were present for discussions and votes relating to the action, the content of the discussion, and a record of any votes taken in connection with the proceedings.

4. **Violations of the Conflict of Interest Policy**. The Board, upon investigation, shall take appropriate disciplinary and corrective action should a Member fail to disclose an actual or possible conflict of interest.

Article V - Annual Statements

Annual Statements. Each Member shall annually sign a statement which affirms that the Member has: received a copy of the conflict of interest policy; has read and understands the policy; and agrees to comply with the policy.

Article V - Enforcement

The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Member Annual Conflict of Interest Statement

1. Name: _____ Date: _____

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy. _____ (initial)

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

_____ Date: _____
Signature of Board Member

ATTACHMENT L

Board Member Information

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____

2. Full name: Kenneth Haiko

   Home Address: 4145 Cypress Reach Court #505
   Pompano Beach, FL 33069

   Business Name and Address: Renaissance Charter School, Inc.
   6278 North Federal Highway #384
   Fort Lauderdale, FL 33308

   Phone Number: 954-562-1671

   E-mail address: Kenh618@aol.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

I currently serve as the Chairman of two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates nine charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I am a strong believer in parental choice. Parents are the ones who are best equipped to determine their child's educational needs.

6. What is your understanding of the appropriate role of a public charter school board member?

The oversight of the overall academic, financial, and strategic direction of the schools that they serve.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve as Chairman of the Board for both the Southwest Charter Foundation and Renaissance Charter School, Inc. I have been a strong advocate for charter schools for two decades. I have experience overseeing the finance and operational aspects of all Renaissance Charter School, Inc. schools. I have also served on other non-profit boards, including my role as Chairman of Space Florida, and have been appointed to serve on boards by two separate governors.

8. Describe the specific knowledge and experience that you would bring to the board.

As a successful businessman in South Florida for over 35+ years, I bring a wealth of business, finance, and operational experience to Renaissance Charter School, Inc.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.

The school's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

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2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

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3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

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2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

KEN HAIKO

4145 Cypress Reach Road, #505, Pompano Beach, FL 33069 | kenh618@aol.com

SUMMARY

Chairman of Renaissance Charter School, Inc. (RECS), a non-profit board that governs over 38 schools in the state of Florida. A successful businessman in South Florida for over 37 years with extensive experience in business; finance; and charter school development, operations, and governance.

EXPERIENCE

Ken Haiko has worked in the packaging industry for most of his adult life. Mr. Haiko worked for Packing Corp. of America until opening his own packaging company, KenCo LLC., in 2006. Mr. Haiko currently serves as President and CEO of KenCo LLC.

EDUCATION

1964 High School Graduate

1964-1968 US Navy, USS Lynde McCormick

COMMUNITY INVOLVEMENT

2007 – 2012 Board Member, Board of Directors, *Space Florida*

- Appointed by Governor Crist to serve on the board of directors for Space Florida, the state's space agency. Space Florida is chaired by the governor and was created to strengthen Florida's position as the global leader in aerospace research, investment, exploration, and commerce. Mr. Haiko also chairs the Education, Research, and Development Committee.

2000 – 2005 Board Member and Chairman, *The Florida Space Authority*

- Helped speakers develop and attain success in speaking, training, and consulting, while providing an environment for members to share ideas, support one another, and encourage other speakers to become members of NSA-CF.

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____

2. Full name: Dennis P. Clark

   Home Address: 1905 N Ocean Blvd #8A, Fort Lauderdale, FL 33305

   Business Name and Address: Renaissance Charter School, Inc., 6278 North Federal Highway #384, Fort Lauderdale, FL 33308

   Phone Number: 954-260-2695

   E-mail address: Clar1318@bellsouth.net

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I have served on charter school boards for over 15 years. I can bring that experience to bear, even more broadly. I am retired and have the time to pursue this passion. My background includes strong financial and risk management experience. I also strongly support school choice!

6. What is your understanding of the appropriate role of a public charter school board member?

My role includes oversight of school operations in support of Florida taxpayers and parents. I have attended all the DOE's required trainings over my years of involvement. I am committed to seeing every student meet their highest potential.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as Vice-Chairman and Secretary for all charter schools operated by both the Southwest Charter Foundation and Renaissance Charter School, Inc. My background as a broadly experienced, results-oriented banking executive allows me to lend my financial expertise.

8. Describe the specific knowledge and experience that you would bring to the board.

As a successful businessman in South Florida for over 35+ years, I bring a wealth of business, finance, and operational experience to Renaissance Charter School, Inc.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.

The school's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

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2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

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3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report. The board also engages a major CPA/Auditing firm for Annual Audits at all of our schools, and CSUSA provides comprehensive controls.

5. What do you see as your role regarding the school leaders?

The relationship between the governing board and the ESP provides clear accountability for the services provided by the ESP. The governing board as a whole is responsible for school's performance, and CSUSA will be actively involved in managing school operations to ensure successful outcomes. A strong relationship will exist between the governing board and the principal.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor

budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

DENNIS CLARK

1905 N. Ocean Blvd., #8A, Ft. Lauderdale, FL 33305 | clar1318@bellsouth.net

SUMMARY

Broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. Experience in all phases of banking with an emphasis on Administration. Possesses excellent judgement with an affinity for human relations skills.

EXPERIENCE

· Risk Assessment Solution, President and Owner

Provides consultation service and assistance to non-profit organizations and small business in establishing a stronger, control-oriented infrastructure.

· Bank United FSB, CEO

· Goodwill Industries, President and CEO

· Southeast Bank-Galt Ocean Mile, President and CEO

EDUCATION

1975 Broward College, Banking

1977 Banking School of the South, Louisiana State University, BS

COMMUNITY INVOLVEMENT

Board Member, *Broward County Workforce Development*

Board Member *Florida Association of Goodwill's*

President, *Kiwanis Club of Coral Ridge*

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____

2. Full name: Tom Wheeler

   Home Address: 5124 NW 84th Road, Coral Springs, FL 33067

   Business Name and Address: Renaissance Charter School, Inc., 6278 North Federal Highway #384, Fort Lauderdale, FL 33308

   Phone Number: 954-703-9044

   E-mail address: twheel_2000@hotmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

The governing board is dedicated to establishing and operating high-performing charter schools.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member will vary depending on their position on the board, but all board members are governed by the general philosophy that we are members of an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of our charter schools.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as board member for both the Southwest Charter Foundation and the Renaissance Charter School, Inc. I serve on numerous boards and commissions both locally and statewide and have a high interest in promoting and changing the needs of the K-12 student population. In addition, I've also served as a Policy Director with the Florida Department of Education.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a 33-year veteran of law enforcement, and most recently, served as Chief of the Florida Department of Law Enforcement. I also served as a Colonel/Undersheriff for the Broward County Sheriff's Department. Myboard experience combined with my leadership knowledge in law enforcement are they key assets that I bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The school's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.
   The school's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

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2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

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3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

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2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

COLONEL TOM WHEELER

SUMMARY

Former Executive Director of the Department of Professional Standards and a 26-year veteran of law enforcement, most recently as Chief of the Florida Department of Law Enforcement. Serves on numerous boards and commissions both locally and state-wide.

EXPERIENCE

· Retired

- Special Agent, Florida Dept. of Environmental Protection
- Policy Director, Florida Dept. of Education
- Director of Law Enforcement Relations, Florida Attorney General's Office
- Chief, Florida Dept. of Law Enforcement
- Dept. Chief, Florida Division of Alcoholic Beverages and Tobacco (ABT)
- Plantation Police Department

EDUCATION

1980 BS, Criminology, Florida State University

1988 FBI National Academy, Quantico, VA

COMMUNITY INVOLVEMENT

Executive Director, *Department of Professional Standards*

Includes Internal Affairs, Staff Inspections, Accreditation, the Institute for Criminal Justice Studies/Training and Grants Management.

Board Member *Florida Association of Goodwill's*

President, *Kiwanis Club of Coral Ridge*

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____

2. Full name: Billie Miller

   Home Address: 9500 S. Ocean Drive #1903, Jensen Beach, FL 34957

   Business Name and Address: Renaissance Charter School, Inc.
   6278 North Federal Highway #384
   Fort Lauderdale, FL 33308

   Phone Number: 239-205-2630

   E-mail address: Mardo6725@aol.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida. In addition, I have also served on my church's council board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☒ Yes ☐ No

Coral Springs Charter School – Principal (2004 – 2010)

- Improved the school's letter grade to an A in my first year, and maintained an A in all years as principal.

Pompano Beach High School – Assistant Principal (2000 – 2004)

5. Why do you wish to serve on the board of the proposed charter school?

To add an education perspective to the board from my 50 years in education, both in traditional public schools and charter schools.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide oversight and oversight of school policies and finances.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as board member for both the Southwest Charter Foundation and the Renaissance Charter School, Inc. I spent 50 years as an education professional, both as a teacher and in various positions of school leadership. In addition, I served several years on my church's board council.

8. Describe the specific knowledge and experience that you would bring to the board.

All aspects of academics and extensive experience in managing all facets of school operations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.
The school's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

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3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

BILLIE MILLER

9500 S. Ocean Dr, Florida 34957 | mardo6725@aol.com

SUMMARY

Retired Education professional with 50 years of experience in all aspects of school operations and leadership.

EXPERIENCE

- Charter Schools USA, VP of Education, VP of Talent & Acquisition
- Coral Springs Charter School, PrincipaL
- Pompano Beach High School, Assistant Principal

EDUCATION

Bachelor of Arts in English and Speech/Drama, Upper Iowa University

Masters of Science in Education Leadership, Nova Southeastern University

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____

2. Full name: Patricia Smith

   Home Address: 5427 Appledore Lane, Tallahassee, FL 32309

   Business Name and Address: Renaissance Charter School, Inc.
   6278 North Federal Highway #384
   Fort Lauderdale, Florida 33308

   Phone Number: 850-668-5583

   E-mail address: Pat_smith@embarqmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

To further serve the communities in which I already work, in addition to all communities throughout the state of Florida.

6. What is your understanding of the appropriate role of a public charter school board member?

My role includes oversight of school operations in support of Florida taxpayers and parents.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My background in serving various state and ln local boards, including my appointment by Governor Rick Scott to the Florida Faith-Based and Community-Based Advisory Council.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in various communications positions with the Department of Children and Families (DCF), including regional Communications Manager, Press Secretary, and currently as the Community Relations Director. I facilitate statewide partnerships among DCF leadership, faith-based and community partners, and families in need. A pillar of these connections is the Florida Faith Symposium, which I have led for the past eight years to increase opportunities for faith and community

partners for networking and exchanging best practices. I also represent DCF as a spokesperson at community events and initiatives.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.
The school's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

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2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

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3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

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5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

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2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

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3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

PATRICIA SMITH

5427 Appledore Lane, Tallahassee, Florida 32309| Pat_smith@embarqmail.com

SUMMARY

Marketing and Communications professional with extensive experience in forging community partnerships and establishing networking opportunities.

EXPERIENCE

- Department of Children and Families, Community Relations Director – (Formerly Communications Manager, Press Secretary

  Facilitates statewide partnerships among DCF leadership, faith-based and community partners, and families in need.

- Challenger Learning Center

- WTAL Radio

- Visit Florida

- Comcast

COMMUNITY INVOLVEMENT

Board Member, *Florida Faith-Based and Community-Based Advisory Council*

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school _____

2. Full name: Paul M. Sallarulo

Home Address: 2521 NE 48th Street, Lighthouse Point, FL 33064

Business Name and Address: Renaissance Charter School, Inc.
6278 North Federal Highway #384
Fort Lauderdale, Florida 33308

Phone Number: 954-495-2031

E-mail address: psallarulo1@gmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I support school choice and this organization is dedicated to establishing and operating high-performing charter schools in Florida. My experience as an accomplished business leader in health care and banking combined with my knowledge of finance will assist the school.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member will vary depending on their position on the board, but all board members are governed by the general philosophy that we are members of an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of our charter schools.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as a Director for all schools operated by Renaissance Charter School and Southwest Charter Foundation. My previous leadership experience and board of directors' service for many nonprofit organizations will enable me to provide the necessary oversight and guidance that is required to be an effective member.

8. Describe the specific knowledge and experience that you would bring to the board.

I have more than a three decades of experience in banking which will assist the school with financial oversight, regulation and compliance. I am strong supporter of the Special Olympics and serving ESE students with exceptional opportunities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to develop "Strong Minds and Good Hearts" by empowering young learners through an innovative and personalized approach to STEM education.

The school's vision is to develop students who are resilient problem-solvers and community-minded leaders, laying the foundation for a lifelong commitment to learning, collaboration, and impact within STEM fields and beyond.

2. What is your understanding of the school's proposed educational program?
The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?
We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.
As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?
We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Paul M. Sallarulo

Mr. Sallarulo served as President and CEO of Nexera Medical Inc. which is the developer, and distributor of antimicrobial textile products worldwide featuring our Spectra Shield tm Plus, the worlds only Reusable FFP3 Antimicrobial Respirator Mask that can be used in Europe. The Spectra Shield Plus is an antimicrobial mask that protects against infectious and contagious diseases, including the Avian Flu H5N1 Virus (commonly known as the bird flu), Tuberculosis, Streptococcus, staph infections, MRSA, SARS, and more. The Spectra Shield Plus mask is manufactured using Fosshield, a patented technology which embeds a non-toxic copper and silver agent into the fibers of the material. Unlike antimicrobial agents that are applied via topical chemical coatings or include actual metals, the patented, non-leaching, and ion-based antimicrobial technology in Fosshield is blended right into the fabric, polymer, or rubber. As the Company's principal government contact, Mr. Sallarulo was responsible for Nexera receiving the first certification in Europe for an antimicrobial mask, in addition to the first certification of a predicate device anti-bacterial respirator mask" issued by the FDA. His successful negotiations of outsourcing the Company's manufacturing in Asia allowed Nexera to have unlimited manufacturing capabilities for its products. Through his strategic direction and knowledge of the Health Care Industry and infection control, he selected the foremost pandemic impending viruses and bacteria for testing and certification.

Mr. Sallarulo has an extensive financial career in capital markets and investment banking in senior positions with Wachovia Securities, Prudential, Raymond James, Meridian Capital Markets and CoreStates Capital Markets.

Mr. Sallarulo was appointed Commissioner of the North Broward Hospital District by Florida Governor Jeb Bush for two four-year terms and served as Chairman of the Board of Commissioners, and Chairman of the Executive Committee. He overlooked four major hospitals, thirty-eight clinics, six thousand professionals, and a budget more than $2 Billion. He served as Chairman of the Audit Committee, Legal Review Committee, Joint Conference Committee, Broward Health Foundation, Community Relations Committee for Broward General Hospital, Community Relations Committee for Imperial Point Medical Center, and currently serves on the Liberty Health Foundation Board in Jersey City, New Jersey.

In January 2006, The Agency for Health Care Administration (AHCA) appointed Mr. Sallarulo to serve on the Medicaid reform Technical Advisory Panel. The Panel was created by the Florida Legislature in House Bill 3B and will advise AHCA on various implementation issues with Medicaid reform. The Panel is intended to be a source of advice for AHCA as the State moves forward to implement Florida's groundbreaking reform plan in Broward and Duval counties. In 2007, Governor Charlie Crist selected Mr. Sallarulo to join his transition team to serve on the The Citizens Review group for the Office of Financial Regulation.

Mr. Sallarulo also served on the Board of Directors of Basinate Industries, Board of Directors of Ubii Corporation, Board of Southwest Charter Foundation, Inc., and board of Renaissance Charter School, Inc., Board of Trustees of Nova Southeastern University, Chairman of the Board of Governors of Nova Southeastern University - Wayne Huizenga School of Business, President of the International Alumni Association of NSU, Nova Southeastern University College of Dental Medicine — Advisory Board, and was inducted as the first Honorary member into Sigma Beta Delta Society-International Honor Society in Business, Management and Administration, Board of Directors of the Symphony of the America's, Chairman of the Board of Governors of the Tower Club, and has served on the following Boards: Board of Directors of Foss manufacturing, Board of Directors and Executive Board of Winterfest, American Diabetes Leadership Council Board, National Advocacy Leadership Board — American Diabetes Association, Board of Directors of the Heart Center of Excellence Foundation, Leadership Circle of United Way, Chairman of the American Red Cross of Broward County, Board of Directors of the Museum of Discovery and Science, Board of Directors of Children Diagnostic Treatment

Center, Board of Directors of the Tower Forum, Member of the Planning and Zoning Board of Fort Lauderdale, Broward County Personal Advisory Board Fort Lauderdale, Fort Lauderdale Marine Advisory Board, Kids Voting USA — Florida State Board of Directors, and the Economic Development Advisory Board. He was C0-Chair of 100 Men Who Care that raises money for many charitable organizations. Mr. Sallarulo was also knighted in 2015 by St. John's of Jerusalem, Knights of Malta. He is a member of Knights of Columbus Fourth degree, and a member of the Order of Alhambra.

Mr. Sallarulo was Co-Founder of Broward Bank of Commerce and served on the Board of Directors. He was Chairman of the Budget Committee, Strategic Planning Committee and Nominating Committee. He also served on the Marketing Committee, Loan Committee, ALCO Committee, and Compensation Committee. Mr. Sallarulo assisted in the Sale of Broward Financial Holdings, the parent company of Broward Bank of Commerce for $33.96 million to Home BancShares, parent company of Centennial Bank in 2014. Mr. Sallarulo currently serves on the Regional Board of Directors of Centennial Bank and serves on the Loan Committee, and Strategic Planning Committee.

He is also the recipient of several prestigious awards including: Distinguished Alumni Achievement Award — Nova Southeastern University — 1996. He received The Outstanding Young Men of America Award in 1996, The "Hope Award" for 2002 from The Multiple Sclerosis Society, The 2002 "Valor Award" by The American Diabetes Society, The "Humanitarian of The Year Award" by The Caducean Society of Fort Lauderdale in 2002, The 2003 "Leadership Tribute Award" by The Elderly Interest Fund, The 2004 "Irishman of The Year Award" by The Emerald Society, The 2003 Alumnus of The year award by Nova Southeastern University, The award for "Outstanding Community Service in Raising Funds" in 2005 by the National American Diabetes Association, 2005 "Leading Men" award by the Cystic Fibrosis Foundation, 2006 "Tree of Life Award" by the Jewish National Fund, 2006 "Profiles in Leadership" award by The Leadership Broward Foundation, Gold Coast Magazine" 50 most powerful people in Broward County" in 2002, 2007 and 2009, Pinion - "Member of the Year 2007", 2008 "Founders Award" by The Children's Diagnostic and Treatment Center, 2010 "Advocates of Distinction" award by the Center for Independent Living of Broward in Honor of the 20th Anniversary of The Americans with Disabilities Act, "2011 Community Health Award" by The Hypoglycemia Support Foundation, 2011 'Community Champion' Award by Deliver The Dream Foundation, selected as The '2011 Outstanding Volunteer Fundraiser' by the Association of Fundraising Professionals, was inducted in to The "2012 Special Olympics Hall of Fame", and the "2014 Style and Substance" award by the Symphony of the America's. In 2018 the Broward Special Olympics created the Annual "Paul Sallarulo Honorary Board Member of the Year Award" to be awarded to an Honorary Board member for exemplary performance. In 2019 Mr. Sallarulo received the Florida State Volunteer Recognition Award by the Florida Knights of Columbus. Mr. Sallarulo was Chairman of The Special Olympics of Broward County, and has been an advocate for people with physical and mental challenges for more than 48 years. He has assisted in raising over 20 million dollars for Special Olympics and other charities. He and his children Patrick and Samantha are the founders of the "Sallarulo Race for Champions" which raised over 10 Million dollars in the last ten years for Special Olympics. Mr. Sallarulo served on The Board of Directors of the Mental Health Association of Broward County. He was presented with the "Volunteer of The Year" award by The Broward County Advisory Board for Persons with Disabilities and The Broward County Disability Affairs Section, and the "2006 Volunteer of The Year" award by The Broward Special Olympics. He was recognized for outstanding advocacy, contributions and achievements that bring increased awareness of disability-related issues. In 2011, The Broward County Board of County Commissioners appointed Mr. Sallarulo to The Advisory Board for Individuals with Disabilities. He served as chairman of the Children's Fund at the North Broward hospital District. He served on the advisory Board of Best Buddies. Mr. Sallarulo and his family received the "2016 Family of the Year Award" for their contribution to the Special Olympics. He also received the "2016 Jack Crutchfield Award" for Outstanding and Distinguished Service to Special Olympics by the Florida State Special Olympics.

In 2008, Governor Charlie Crist recognized Paul with the Point of Light Award for outstanding Volunteerism. "By choosing to devote his energy to the Special Olympics, Paul has helped brighten the lives of many persons with disabilities in Broward County" said Governor Crist. "I applaud his leadership and dedication to helping athletes and volunteers do their best and understand the importance of teamwork."

Mr. Sallarulo graduated with an A.A.S. degree from SUNY Adirondack, a B.B.A. degree in Business Administration from Baruch College, Dean's List, in New York City and an M.B.A. from Nova Southeastern University with honors (4.0 GPA) in Fort Lauderdale, Florida.

Mr. Sallarulo has co-authored and published the following articles:

- "Spread Creates Opportunity That's Not Readily Apparent", in Credit Union Times, February *11,* 1991;
- "How Your Investments Measure Up — Interest Rate Risk and ALM Strategies", in Executive Journal, New York, October 1991;
- "Opportunities in FNMA "FLEX" ARMs and FHLMC "WAC" ARMs", in Credit Union Times, New York, April 4, 1991;
- "Riding The Yield Curve" in Credit Union Times, July 5, 1995;
- "A Portfolio Strategy and Laddered Portfolios as A Passive Investment Strategy" in Credit Union Times, May 10, 1995.
- Contributing Author "Residential Mortgage Lending" 1995, Marshall Dennis
- Acknowledgement by Roberta Guigerio for her Book "The Do's and Don'ts of Hypoglycemia" 2011

Mr. Sallarulo professional licenses have included: Series 7, Series 8 Supervisors, Series 24 - Principals, Series 63.

ATTACHMENT

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Enrollment Application

settings (/settings) > forms (/settings/forms) > application (/settings/forms#application) > 24-25 florida application

Application

Application Preview

Note: **guardian information** is collected separately from this application.

×

Student General Information

First Name

Middle Name

Last Name

Student Residence

Street address, P.O. box, c/o

Apartment, Unit, Suite Number

City

Support

State/Province/Region

ZIP/Postal Code

Siblings

Additional Information

Is one of the parents or guardians on the board of this organization? * ◯ Yes ◯ No

Board member name

Is one of the parents or guardians employed by this organization? * ◯ Yes ◯ No

Employee Name

(For Staff) How did the family provide you the details to fill out this application? *

Student Information

Student First Name *

Student Middle Name

Student Last Name *

Suffix:

Student Gender *

Select Gender

Student Birth Date *

Month Day Year

What county does this student live in? *

Is this student a twin, triplet, or other multiple? *

- ◯ Yes
- ◯ No

Note: Each sibling will need a separate application

Does this applicant have a brother or sister attending this school? *

◯ Yes ◯ No

Is this applicant a current CSUSA student applying to a different CSUSA school? *

◯ Yes ◯ No

Parent/Guardian Information

Guardian First Name *

Guardian Last Name *

Guardian Mobile Phone Number *

Guardian Email *

Guardian Home Phone Number

Guardian Work Phone Number

Guardian Contact Preference *

Guardian Address Street1 *

Guardian Address Street2

Guardian Address City *

Guardian Address State *

Guardian Address Zipcode *

Guardian Relationship to Student *

Select Relationship

Does the student have a second guardian? *

○ Yes ○ No

Military Information

Is the student a dependent of active-duty military personnel? *

◯ Yes ◯ No

Employee Preference

Is the parent/guardian an employee of this organization and responded yes to the question above? *

◯ Yes ◯ No

Parent/Guardian Confirmation

It is the policy of Charter Schools USA to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. Charter Schools USA will not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities.

As a proud member of the Charter Schools USA family, we believe all parents should have a choice in their child's education, and that all children deserve access to a quality education. We look forward to sharing information with you regarding changes in legislation, or other factors that could impact the educational environment or a parent's right to choose. We may also call upon you to help us communicate the importance of putting students first. Thank you in advance for your support.

To the best of my knowledge, the above information is correct and complete. I understand any false statements may result in forfeiting my child's seat. In the event of a change of address, phone, name, etc. I will contact the school.

Parent/ Guardian Signature *

use your mouse or finger to draw your signature above

Clear

Today's Date *

December 11 2023

Edit Delete

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ATTACHMENT

W

Florida Charter School Revenue Estimating Worksheet

Revenue Estimate Worksheet for Tallahassee Charter School (Name TBD)

Based on the 2024-25 FEFP Second Calculation

School District: Leon

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0000

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE	2024-25 Base Funding
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0	1.118	0.0000	$ -
111 Basic K-3 with ESE Services	0	1.118	0.0000	$ -
102 Basic 4-8	100	1.000	100.0000	$ 533,098
112 Basic 4-8 with ESE Services	0	1.000	0.0000	$ -
103 Basic 9-12		0.978	0.0000	$ -
113 Basic 9-12 with ESE Services		0.978	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0	1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0	1.192	0.0000	$ -
130 ESOL *(Grade Level 9-12)*		1.192	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	100.00		100.0000	$ 533,098

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	100.0000	Total Base Funding	$ 533,098

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0	PK-3	251	$ 986	$ -
0	PK-3	252	$ 3,184	$ -
0	PK-3	253	$ 6,498	$ -
0	4-8	251	$ 1,106	$ -
0	4-8	252	$ 3,304	$ -
0	4-8	253	$ 6,618	$ -
0	9-12	251	$ 787	$ -
0	9-12	252	$ 2,985	$ -
0	9-12	253	$ 6,299	$ -

Innovation Academy of Excellence in Collaboration with Tallahassee State College

Total FTE with ESE Services 0 **Total ESE Guarantee** $ -

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. **Charter School UFTE:** 100.00 ÷ **District's Total UFTE:** 34,591.14 = 0.2891%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. **Charter School WFTE:** 100.00 ÷ **District's Total WFTE:** 37,264.29 = 0.2684%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. **Charter School UFTE:** 100.00 ÷ **Scholarship UFTE:** 31,424.14 = 0.3182%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. **Charter School UFTE:** 100.00 ÷ **District's Total Non-Virtual UFTE:** 34,494.11 = 0.2899%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. **Charter School UFTE:** 100.00 ÷ **District's Total Non-Virtual and Non-Scholarship UFTE:** 31,327.11 = 0.3192%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	9,730,099	x	0.2899%	$	28,208
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	9,445,457	x	0.2891%	$	27,307
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	4,071,912	x	0.3192%	$	12,998
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	1,999,050	x	0.3182%	$	6,361
8. Discretionary Local Effort (WFTE share)	(c)	19,525,995	x	0.2684%	$	52,408
9. Proration to Funds Available (WFTE share)	(c)	(263,072)	x	0.2684%	-$	706
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.2891%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors				
PK - 3	0.0000		1.0000		950.92	=	0		
4-8	100.0000		1.0000		907.92	=	90,792		
9-12	0.0000		1.0000		910.12	=	0		
Total *	100.0000					Total Class Size Reduction Funds		$	90,792

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation (h)

Enter All Adjusted Fundable Riders	0	x	556	$	-
Enter All Adjusted ESE Riders	0	x	1,788	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation (j)

Total	$	750,466

15. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)	$	750,466
16. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)	$	-

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

ATTACHMENT

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Proposed Operating Budget

1-Year Financial Projection Summary

Tallahassee Charter School (Name TBD), FL			Year 1 2025-26
Revenue	Total Enrollment		100
	Per Pupil Allocation		$7,655
	Annual per Student Revenue Increase		0%
	Capitation Revenue	$	765,475
	Fundraising & Contributions		-
	Total Revenue		**936,523**
Expenses	Fee for Support Center Services		-
	Percent of Revenue		*0%*
	Rent/Lease		-
	Operating Expenses (less Mgt Fee & Incr. Rent)		878,327
	Compensation Increase Inflator		0%
	Debt Service & Capital Expenses		198,167
Cash & Fund Balance	Working Capital		(42,105)
	Cash Available		30,389
	Days Cash		**12**
	Net Change in Fund Balance (aft Depr/Amort)		**4,447**
	Cumulative Fund Balance	**$**	**4,447**
	Fund Balance as % of Revenue		**0.5%**

Key Revenue and Expense Assumptions		Year 1 2025-26
As Percentage of Total Revenue	Compensation and benefits	65%
	Professional services	11%
	Vendor services	9%
	Other operating expenses	0%
	Instruction expense	4%
	Fixed expenses	1%
	Interest expense	1%
	Provision for depreciation	5%
	Administrative	4%

1-Year Income Statement Forecast

Innovation Academy of Excellence in Collaboration with Tallahassee State College

	Tallahassee Charter School (Name TBD), FL	Year 1 2025-26
Revenue	Total Number of Students Enrolled	100
	Forecasted Average FTE per Student	**$ 7,655**
	Per Pupil Allocation	765,475
	Capital Outlay:	76,200
	TOTAL REVENUE	**936,523**
Compensation Expenses	**Administrative Staff**	
	School Leadership	105,800
	Administrative-Salaried	57,390
	Total Administrative Staff	**163,190**
	Instructional Staff	
	Teachers	262,402
	Curriculum Resource Teacher	60,005
	Daily Subs	10,800
	Total Instructional Staff	**333,206**
	Tutoring	2,680
	Stipends	7,000
	Taxes & Benefits	
	Group Insurance & Benefits	67,213
	Payroll Taxes	38,510
	Total Taxes & Benefits	105,722
	Cost of Compensation	**611,798**
Professional Services	Legal Fees	15,000
	Marketing & Enrollment	20,000
	Staff Recruitment	665
	Total Professional Services	**99,219**
Vendor Services	Contracted Food Service	63,847
	Drug Testing Fees	254
	Licenses & Permits	2,000
	Bank Service Fees	11,547
	Contracted Mental Health	6,361
	Total Vendor Services	**84,009**
Administrative Expenses	Travel/Auto	5,000
	Airfare	3,154
	Meals	1,500
	Lodging	2,000
	Dues & Subscriptions	2,137
	Printing	6,760
	Office Supplies	10,000
	Medical Supplies	1,781
	Student Uniform Expense	765
	In-house Food Service - Cost of Food	1,000
	Total Administrative Expenses	**34,096**
Instruction Expenses	Textbooks & Reference Books	6,500
	Consumable Instructional (Student)	12,477
	Consumable Instructional (Teacher)	3,121
	Instructional Licenses	10,075
	Testing Materials	838
	Total Instruction Expenses	**33,011**
Other Operating Expenses	Telephone & Internet	2,690
	Postage	302
	Total Other Operating Expenses	**2,993**
Fixed Expenses	Office Equipment - Leasing Expense	13,200
	Total Fixed Expenses	**13,200**
Total Operating Expenses	**EXPENSES less Payroll**	**266,528**
	TOTAL OPERATING EXPENSES	**878,327**
	Net Income/(Loss) before Financing and Depreciation	**58,196**
Capitalized Expenses	Computers Hardware & IT Infrastructure	134,418
	FF&E	10,000
	Total Capitalized Expenses	**144,418**
Debt Proceeds & Repayments	**Proceeds from Long Term Debt**	**144,418**
	Debt Repayments	
	Repayment of Long-Term Debt (Princ)	43,040
	Repayment of Long-Term Debt (Interest)	10,710
	Total Debt Repayments	**53,749**
Surplus/(Deficit)	Depreciation and Amortization	46,806
	Net Income/(Loss) after Financing and Depreciation	**(42,359)**
	NET CHANGE IN FUND BALANCE	**4,447**
	CUMULATIVE FUND BALANCE	**4,447**

Tallahassee Charter School (Name TBD), FL

Innovation Academy of Excellence in Collaboration with Tallahassee State College

Students by Grade Budgeted Enrollment

	Year 1 2025-26
6th Grade	50
7th Grade	25
8th Grade	25
TOTAL	100

Tallahassee Charter School (Name TBD), FL

Forecasted Staffing Matrix

Total Number of Students		100
		Year 1
Principal	105,800	1.00
Administrative-Salaried: SEA/SOA	57,390	1.00
Total Administrative Staff		**2.00**
Teachers	52,480	**5.00**
Curriculum Resource Teacher	60,005	1.00
Total Instructional Staff		**6.00**
Total Staff		**8.00**
Student to Teacher Ratio		20.00

ATTACHMENT

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Proposed Start Up Budget

Tallahassee Charter School (Name TBD), FL

Start-Up Budget

Innovation Academy of Excellence in Collaboration with Tallahassee State College

Pre-opening for 2025-26 School Year

Description	Amount	Assumption	JUN
REVENUES		The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.	
Other (see assumption)	$33,453.98		$ 33,453.98
Start-up Grants	$0.00		
TOTAL REVENUE	$33,453.98		$ 33,453.98
EXPENDITURES			
Administrative Expenses			
Salaries & Benefits *	$15,944.98	See below:	$ 15,944.98
Advertising/ Marketing	$8,209.00	Includes any promotional flyers, mailers, materials for events, etc. designed to support enrollment.	$8,209.00
Professional Services	$2,000.00	Legal Services & Other Expenses	$2,000.00
*Salaries include: Principal 1 mo and SOA 1 mo; T&B = 17.25%			
Total Administrative	$26,153.98		$26,153.98
Supplies & Equipment			
Printing and Postage	$3,300.00	Copier: $550/month for 6 months	$3,300.00
Materials & Supplies	$0.00	Classrooms we are going to use come furnished	$0.00
Faculty Laptops	$2,800.00	Computers: $1,400 per device per employee, so 6 months of a principal receiving their device, 6 months of a SEA getting their device etc	$ 2,800.00
Total Supplies & Equipment	$6,100.00		$ 6,100.00
Facility			
Rent	$0.00	Rent (for temp office) should be $35k per Nick Diamond	$ -
Telecommunications	$1,200.00	Office Phone and Mobile communications for start-up office and staff	$1,200.00
Utilities	$0.00	Electricity and Water for start-up office	$ -
Total Facility	$1,200.00		$ 1,200.00
TOTAL EXPENDITURES	**$33,453.98**		**$ 33,453.98**
Net Surplus	**$0.00**		**$ -**

ADDENDUM

DD

Applicant History Worksheet

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Innovation Academy of Excellence in Collaboration with Tallahassee State College

Charter Schools USA		Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).
		2023-2024					2022-2023								2021-2
District	School Name	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Lafayette	Acadiana Renaissance Charter Academy	2885 (42.4%)	A	Not Available	Not Available	Not Available	1820 (43%)	A	3,297,501	26%	No	1663 (47%)	A	1,024,484
Miami-Dade	Aventura City of Excellence School	314 (30.40%)	A	Not Available	Not Available	Not Available	13 (1%)	A	Not Available	Not Available	No	1033 (12%)	A	Not Available
Dorchester District Two	Summerville Preparatory Academy **(Opening year 2024-2025)**													
Berkeley	Berkeley Preparatory Academy	774 (41.09%)	Average/Average	1,804,871	18%	No	704 (38.2)	Average/ Excellent	1,172,689	13%	No	617 (38%)	Unsatisfactory	460,072
Lee	Bonita Springs Charter School	602 (45.78%)	A	3,238,803	20%	No	585 (45%)	B	2,229,035	0.10%	No	1293 (40%)	B	12,857
Cabarrus	Cabarrus Charter Academy (Valor Preparatory Academy)	768	D	3,177,851	28%	No	158 (37%)	D	3,179,743	2%	No	747 (62%)	D	27,359
Osceola	Canoe Creek Charter Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wake	Cardinal Charter Academy	708 (40.82%)	C	166,919	2%	No	68 (14%)	C	788,561	10%	No	942 (21%)	C	669,353
Wake	Cardinal Charter Academy at Wendell Falls	583 (56.78%)	D	428,297	6%	No	119 (34%)	D	133,346	2%	No	741 (55%)	D	48,528
Clay	Clay Charter Academy	396 (57.39%)	B	2,075,921	24%	No	47 (7%)	B	1,966,972	0.00%	No	753 (3%)	C	69,643
Sarasota	College Preparatory Academy at Wellen Park	91 (36.11%)	B	224,316	4%	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Collier	Collier Charter Academy	344 (60.56%)	B	2,679,473	31%	No	398 (65%)	A	2,607,016	8%	No	661 (53%)	B	635,133
Cabarrus	Concord Lake Steam Academy	674 (72.70%)	C	1,478,494	19%	No	166 (59%)	C	1,470,037	1%	No	563 (89%)	C	194,934
Broward	Coral Springs Charter School	547 (31.55%)%	A	7,851,905	32%	No	573 (34%)	A	2,914,701	1%	No	1658 (4%)	A	1,728,612
Hillsborough	Creekside Charter Academy	449 (58.46%)	A	2,528,578	29%	No	501 (65%)	A	2,208,371	13%	No	730 (57%)	A	1,041,189
Miami-Dade	Don Soffer Aventura High School	288 (34.99%)%	A	2,512,480	20%	No	117 (15%)	A	1,455,698	13%	No	643 (32%)	A	0
Miami-Dade	Downtown Miami Charter School	389 (91.10%)	C	100,011	1%	No	393 (83%)	C	110,422	0.30%	No	569 (86%)	A	123,432
Duval	Duval Charter High School at Baymeadows	313 (48.15%)	B	3,939,445	46%	No	253 (42%)	A	3,164,922	44%	No	577 (42%)	A	3,197,174
Duval	Duval Charter Scholars Academy	335 (71.43%)	C	218,591	3%	No	385 (70%)	C	35,317	0.10%	No	548 (90%)	D	49,934
Duval	Duval Charter School at Baymeadows	698 (53.24%)	B	2,392,159	13%	No	622 (48%)	A	1,946,225	11%	No	1221 (35%)	A	603,705
Duval	Duval Charter School at Coastal	670 (60.31%)	B	8,806,371	58%	No	551 (48%)	B	6,880,523	37%	No	1118 (38%)	B	3,643,765
Duval	Duval Charter School at Flagler Center	286 (30.52%)	A	1,749,394	14%	No	339 (34%)	A	683,420	4%	No	946 (30%)	B	522,262
Duval	Duval Charter School at Mandarin	403 (47.58%)	B	934,618	8%	No	378 (47%)	B	356,696	0.10%	No	814 (46%)	A	471,387
Duval	Duval Charter School at Southside	604 (56.77%)	C	1,855,994	13%	No	544 (55%)	A	997,688	4%	No	1014 (44%)	A	970,847
Duval	Duval Charter School at Westside	736 (78.72%)	C	1,793,935	14%	No	681 (77%)	C	1,248,264	10%	No	882 (69%)	C	507,817

Osceola	Four Corners Charter School	1,103 (67.8%)	B	378,135	4%	No	718 (76%)	B	501,226	2%	No	1031 (50%)	B	-56,272
Osceola	Four Corners Upper School	1,401 (56.2%)	B	1,904,081	14%	No	877 (64%)	B	1,142,726	6%	No	1299 (43%)	B	Not Available
Lee	Gateway Charter High School (9-12)	see below	B	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	327 (57%)	C	204,897	0.00%	No	550 (55%)	C	11,681
Lee	Gateway Charter School (K-5)	2,977 (58.4%)	C	4,047,097	13%	No	830 (67%)	A	409,346	22%	No	1224 (54%)	C	191,755
Lee	Gateway Intermediate Charter School (6-8)	see above	C	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	642 (63%)	B	2,847,080	0%	No	1009 (54%)	C	496,283
Leon	Renaissance Academy	244 (71.3%)	C	366,204	7%	No	248 (80%)	D	277,054	5%	No	369 (78%)	C	529,339
Palm Beach	G-Star School of the Arts	693 (71.2%)	B	389,474	4%	No	341 (47%)	B	34,529	0%	No	723 (55%)	A	1,756
Hillsborough	Henderson Hammock Charter School	939 (81.94%)	A	5,544,216	41%	No	911 (79%)	A	3,768,998	29%	No	1157 (83%)	B	3,297,431
Broward	Hollywood Academy of Arts & Science	654 (57.93%)	A	3,226,987	19%	No	564 (51%)	A	1,027,520	4%	No	1110 (57%)	A	150,961
Broward	Hollywood Academy of Arts & Science Middle	262 (57.46%)	A	3,121,624	51%	No	261 (56%)	A	1,921,522	40%	No	457 (58%)	A	1,299,966
Iberville	Iberville Charter Academy	511 75.5%	D	Not Available	Not Available	Not Available	497 (62%)	C	529,679	6%	No	238 (66%)	D	-872,116
Pasco	Innovation Preparatory Academy	1,169 (50%)	B	1,171,447	10%	No	306 (40%)	B	327,786	0%	No	643 (37%)	C	130,327
Iredell	Iredell Charter Academy	705 (57.87%)	D	1,446,910	19%	No	105 (28%)	C	1,587,268	3%	No	622 (48%)	C	377,122
Miami-Dade	Keys Gate Charter High School	480 (68.18%)	B	281,393	2%	No	490 (71%)	C	751,627	0.10%	No	762 (77%)	C	357,183
Miami-Dade	Keys Gate Charter School	1552 (79.43%)	C	2,759,884	11%	No	1571 (79%)	C	2,356,499	8%	No	1923 (84%)	C	3,163,992
Lafayette	Lafayette Renaissance Charter Academy	1750 (84.9%)	C	Not Available	Not Available	Not Available	1331 (85%)	C	1,616,858	11%	No	1134 (82%)	C	880,548
Calcasieu	Lake Charles Charter Academy	748 (81.13%)	C	Not Available	Not Available	Not Available	972 (88%)	C	5,495,219	33%	No	874 (83%)	C	3,320,135
Calcasieu	Lake Charles College Prep	605 (82.1%)	B	Not Available	Not Available	Not Available	559 (81%)	B	Not Available	Not Available	Not Available	N/A	N/A	Not Available
Manatee	Lakewood Ranch Preparatory Academy	205 (17.20%)	A	509,530	3%	No	106 (14%)	A	503,807	0.10%	No	N/A	N/A	Not Available
Iredell	Langtree Charter Academy	1558 (30.42%)	C	3,253,090	19%	Yes	109 (12%)	B	3,710,731	5%	No	1372 (17%)	B	385,790
Caddo	Magnolia School of Excellence	1170 (84.72%)	D	Not Available	Not Available	Not Available	1231 (85%)	D	10,849	-0.20%	No	1063 (82%)	D	-117,714
Manatee	Manatee Charter School	392 (67.94%)	C	203,747	3%	No	382 (74%)	C	87,846	0.10%	No	507 (71%)	C	11,483
Berkeley	Mevers School of Excellence	814 (60.57%)	Average/Good	3,921,701	33%	No	932 (55.5)	Below Average/ Good	3,319,041	27%	No	912 (57%)	Good/ Excellent	2,546,548
Lee	Mid-Cape Global Academy	767 (79.24%)	B	814,794	0	No	605 (74%)	B	183,178	0.10%	No	754 (72%)	C	36,019
Broward	North Broward Academy of Excellence	513 (79.78%)	C	246,069	3%	No	531 (82%)	C	358,995	0.20%	No	677 (76%)	C	-
Broward	North Broward Academy of Excellence Middle	267 (71.97%)	A	1,724,769	37%	No	264 (72%)	B	1,152,972	31%	No	346 (69%)	A	597,104
Osceola	PM Wells Charter Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Osceola	Renaissance Academy of Arts & Science (Renaissance Charter School at Boggy Creek)	915 (57%)	C	2,290,640	25%	No	457 (64%)	B	1,781,587	0.10%	No	726 (43%)	C	12,262
Broward	Renaissance Charter Middle School at Pines	323 (71.30%)	B	1,755,421	29%	No	341 (73%)	B	613,579	Not Available	No	850 (72%)	A	706,063
Palm Beach	Renaissance Charter School at Central Palm	671 (79.22%)	C	3,388,207	24%	No	611 (73%)	C	1,421,948	1%	No	754 (89%)	B	22,019
Orange	Renaissance Charter School at Chickasaw Trail	645 (69.73%)	C	195,740	2%	No	829 (90%)	C	206,262	1%	No	931 (86%)	C	0
Broward	Renaissance Charter School at Cooper City	630 (52.46%)	A	2,813,203	18%	No	470 (39%)	A	926,106	Not Available	No	1204 (39%	A	880,927

Broward	Renaissance Charter School at Coral Springs	927 (61.31%)	A	3,753,673	19%	No	871 (57%)	A	1,868,706	11%	No	1513 (60%)	A	2,194,608
Orange	Renaissance Charter School at Crown Point	757 (62.77%)	C	4,040,519	27%	No	748 (65%)	B	2,529,137	7%	No	1147 (60%)	C	1,058,079
Palm Beach	Renaissance Charter School at Cypress	577 (74.36%)	C	2,117,852	16%	No	608 (76%)	C	257,426	0.20%	No	742 (76%)	C	-
Orange	Renaissance Charter School at Goldenrod	917 (81.08%)	C	3,029,331	22%	No	866 (79%)	C	2,431,983	3%	No	1176 (66%)	C	245,826
Orange	Renaissance Charter School at Hunter's Creek	817 (54.36%)	A	3,604,472	20%	No	836 (57%)	B	2,840,723	16%	No	1240 (52%)	A	2,016,163
Palm Beach	Renaissance Charter School at Palms West	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	783 (80.47%)	C	2,099,585	16%	No	778 (80%)	C	130,461	0.10%	No	1053 (79%)	C	11,413
Osceola	Renaissance Charter School at Poinciana	879 (77%)	C	1,598,912	15%	No	593 (64%)	C	1,059,805	10%	No	943 (56%)	B	1,191,963
St. Lucie	Renaissance Charter School at St. Lucie	1,415 (53.9%)	B	1,857,213	11%	No	901 (65%)	B	247907	0.10%	No	1401 (60%)	B	154,680
Palm Beach	Renaissance Charter School at Summit	839 (79.60%)	C	9,293,256	48%	No	931 (81%)	C	3123056	20%	No	1131 (25%)	C	984,325
Osceola	Renaissance Charter School at Tapestry	1,420 (64%)	B	3,368,849	21%	No	1140 (81%)	C	2381624	14%	No	1421 (48%)	B	2,376,360
St. Lucie	Renaissance Charter School at Tradition	1,147 (33.6%)	C	1,707,585	14%	No	516 (45%)	C	559113	2%	No	1161 (37%)	C	313,969
Broward	Renaissance Charter School at University	1031 (72.50%)	A	5,310,868	26%	NO	969 (67%)	B	313833	0.00%	No	1438 (62%)	A	-
Palm Beach	Renaissance Charter School at Wellington	517 (73.02%)	B	1,959,545	17%	No	541 (76%)	B	2172880	7%	No	833 (78%)	C	867,918
Palm Beach	Renaissance Charter School at West Palm Beach	764 (77.96%)	B	4,008,260	23%	No	847 (86%)	A	505421	3%	No	968 (88%)	A	181,121
Broward	Renaissance Charter Schools at Pines	622 (75.12%)	B	1,836,619	15%	No	627 (74%)	B	237395	0.20%	No	467 (66%)	C	706,063
Miami-Dade	Renaissance Elementary Charter School at Doral	876 (41.7%)	A	2,256,153	19%	No	64 (7%)	A	1999762	15%	No	914 (36%)	A	1,386,017
Miami-Dade	Renaissance Middle Charter School at Doral	441(41%)	A	161,449	3%	No	104 (22%)	A	201796	1%	No	489 (47%)	A	39,344
Lee	Six Mile Charter Academy	526 (63.45%)	C	178,982	2%	No	517 (62%)	C	123433	0.10%	No	837 (59%)	C	34,062
East Baton Rouge	South Baton Rouge Charter Academy	782 (93.4%)	A	Not Available	Not Available	Not Available	775 (95)%	D	121791.56	1%	No	768 (86%)	C	-29,501
Hillsborough	SouthShore Charter Academy	587 (50.87%)	C	5,323,437	41%	No	584 (51%)	C	4772374	22%	No	1132 (42%	C	2,645,957
Calcasieu	Southwest Louisiana Charter Academy	771 (91.8%)	B	Not Available	Not Available	Not Available	716 (93%)	D	3964251.4	28%	No	657 (85%)	D	1,223,534
Mecklenburg	Steele Creek Preparatory Academy	388 (82.22%)	D	128,163	2%	No	188 (49%)	F	136387	2%	No	623 (78%)	D	12,495
St. Lucie	Tradition Preparatory High School	965 (37.5)	C	2,272,650	22%	No	381 (53%)	C	2114319	0.10%	No	402 (31%)	C	376,888
Pasco	Union Park Charter Academy	762 (36.5%)	A	1,752,396	22%	No	264 (35%)	A	1507248	1%	No	722 (31%)	B	351,787
Union	Union Preparatory Academy at Indian Trail	1157 (43.65%)	C	203,675	2%	No	156 (23%)	C	246402	0.20%	No	1055 (39%)	C	-70,879
Vermilion	Vermilion Charter Academy **(Opening year 2024-2025)**													
Hillsborough	Waterset Charter School	488 (42.18%)	B	865,543	7%	No	415 (36%)	B	551347	2%	No	1156 (32%	B	-
Lincoln	West Lake Preparatory Academy	363 (49.31%)	D	198,464	4%	No	48 (25%)	C	89278	0.20%	No	430 (37%)	C	9,922
Hillsborough	Winthrop Charter School	501 (37.22%)	A	4,611,139	30%	No	522 (39%)	A	3463416	22%	No	1322 (33%)	A	3,745,223
Hillsborough	Winthrop College Preparatory Acacemy	450 (47.72%)	B	2,108,534	23%	No	339 (46%)	C	1966015	0.00%	No	572 (38%)	C	278,685
Hillsborough	Woodmont Charter School	697 (100%)	C	205,046	2%	No	680 (100%)	C	236268	1%	No	588 (100%)	C	56,717

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Innovation Academy of Excellence in Collaboration with Tallahassee State College

Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
022				2020-2021					2019-2020		
Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
9%	No	1400 (49%)	N/A	909,434	6%	N/A	896 (39%)	A	447,333	5%	Yes
Not Available	Not Available	1032 (1%)	N/A	Do not Manage	Do not Manage	Do not Manage	1032 (0%)	N/A	Do not Manage	Do not Manage	Do not Manage
7%	No	553(N/A)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
0%	No	1309 (34%)	N/A	133,741	1%	No	1299 (44%)	N/A	0	0%	No
0%	No	747(41%)	N/A	107,577	1%	No	481 (36%)	D	(75,885)	-1%	No
N/A	N/A	630(45%)	A	N/A	N/A	N/A	427 (48%)	N/A	(4,670)	-0.1%	No
7%	No	981(19%)	N/A	211,090	2%	No	594 (14%)	B	95,372	1%	No
1%	No	683(N/A)	N/A	298,874	5%	No	N/A	N/A	N/A	N/A	N/A
1%	No	819 (6%)	N/A	387,355	5%	No	764 (0%)	N/A	30,396	0%	No
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8%	No	697(54%)	N/A	945,465	13%	No	664 (43%)	N/A	758,220	12%	No
3%	No	563(54%)	N/A	-119,219	-3%	No	269 (55%)	D	(73,383)	-2%	No
12%	No	1668 (3%)	N/A	2,527,688	17%	No	1704 (1%)	N/A	157,986	1%	No
15%	No	678(21%)	N/A	1,211,463	19%	No	677 (22%)	N/A	466,321	8%	No
0%	No	414 (21%)	N/A	-1,991,961	-49%	No	205 (16%)	N/A	(1,339,857)	-71%	No
2%	No	592 (86%)	N/A	556,389	9%	No	644 (72%)	N/A	416,450	7%	No
56%	No	562 (42%)	N/A	1,458,441	31%	No	499 (38%)	N/A	697,274	19%	No
1%	No	568 (67%)	N/A	202,445	3%	No	579 (63%)	N/A	0	0%	No
5%	No	1299 (38%)	N/A	1,443,891	13%	No	1291 35%)	N/A	426,570	4%	No
32%	No	1118 (37%)	N/A	2,795,381	27%	No	1097 (39%)	N/A	1,994,334	22%	No
5%	No	950 (25%)	N/A	1,142,414	13%	N/A	901 (30%)	N/A	500,924	7%	No
5%	No	897 (34%)	N/A	1,003,363	12%	No	953 (37%)	N/A	669,858	9%	No
9%	No	1072 (38%)	N/A	302,803	3%	No	1012 (41%)	N/A	347,618	4%	No
5%	No	1030 (72%)	N/A	744,877	8%	No	992 (56%)	N/A	76,264	1%	No

Innovation Academy of Excellence in Collaboration with Tallahassee State College

-1%	No	1011 (47%)	B	12,234	0%	No	941 (43%)	N/A	0	0%	No
Not Available	Not Available	1306 (40%)	N/A	858,726	9%	No	1170 (36%)	N/A	418,421	5%	No
0%	No	564 (50%)	N/A	58,690	1%	No	532 (50%)	N/A	0	0%	No
2%	No	1082 (62%)	A	6,362	0%	No	1102 (70%)	N/A	37,658	0%	No
6%	No	908 (54%)	N/A	258,220	4%	No	901 (56%)	N/A	82,291	1%	No
12%	No	420 (86%)	N/A	98,977	2%	No	417 (68%)	N/A	0	0%	No
0%	No	798 (42%)	N/A	305,596	5%	No	811 (40%)	N/A	0	0%	No
29%	No	1180 (75%)	B	3,179,722	31%	No	1128 (30%)	N/A	2,781,063	30%	No
1%	No	1113 (51%)	N/A	1,438,288	14%	No	1108 (55%)	N/A	1,919,243	20%	No
36%	No	469 (50%)	N/A	741,343	21%	No	466 (49%)	N/A	250,797	7%	No
-11%	No	526 (63%)	N/A	550,694	7%	N/A	396 (65%)	B	43,815	1%	No
2%	No	425 (32%)	N/A	9,036	0%	No	N/A	N/A	N/A	N/A	N/A
5%	No	630(39%)	N/A	0	0%	No	411 (32)	D	18,142	0%	No
4%	No	787 (73%)	N/A	74,644	1%	No	799 (57%)	N/A	50,000	1%	No
17%	No	1908 (84%)	N/A	3,434,751	20%	No	1989 (73%)	N/A	2,942,486	17%	No
6%	No	1002 (82%)	N/A	186,146	2%	N/A	972 (86%)	B	656,741	6%	Yes
23%	No	863 (100%)	N/A	2,228,161	18%	N/A	959 (99%)	C	5,596,845	46%	No
Not Available	Not Available	507 (90%)	N/A	N/A	N/A	N/A	N/A	C	N/A	N/A	N/A
Not Available	Not Available	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3%	No	1375(11%)	N/A	1,014,017	7%	No	11171 (7%)	C	736,061	5%	No
-2%	No	1042(85%)	N/A	110,608	1%	N/A	1024 (85%)	B	202,872	1%	Yes
0%	No	452 (67%)	C	11,042	0%	No	449 (59%)	N/A	1	0%	No
23%	No	911(56%)	N/A	2,401,020	25%	Yes	867 (55%)	N/A	2,401,844	30%	Yes
1%	No	677 (70%)	B	50,993	1%	No	666 (75%)	N/A	25,906	0%	No
0%	No	684 (2%)	N/A	882,692	14%	No	685 (5%)	A	568,778	9%	No
21%	No	373(3%)	N/A	863,448	31%	No	354 (2%)	N/A	836,206	30%	No
N/A	N/A	735(49%)	N/A	N/A	N/A	N/A	727 (47%)	N/A	198,608	3%	No
0%	No	573(37%)	C	59,656	1%	No	569 (36%)	A	314,302	6%	No
18%	No	489(69%)	N/A	274,005	7%	No	466 (2%)	C	663,477	17%	No
0%	No	749(72%)	N/A	3,208	0%	No	774 (85%)	B	1	0%	No
0%	No	970(63%)	N/A	980,296	10%	No	1046 (2%)	B	762,737	8%	No
8%	No	1233(2%)	N/A	1,169,179	11%	No	1210 (25%)	B	923,928	9%	No

17%	No	1518 (2%)	N/A	1,725,871	13%	No	1518 (45%)	A	1,001,587	8%	No
9%	No	1135(56%)	N/A	608,911	6%	No	1077 (5%)	C	1,653,638	18%	No
0%	No	737(63%)	N/A	383,046	5%	No	745 (63%)	A	676,057	11%	No
2%	No	1183(60%)	N/A	531,026	5%	No	1197 (5%)	A	561,073	5%	No
16%	No	1310(45%)	N/A	2,511,194	22%	No	1187 (3%)	B	1,657,054	15%	No
N/A	N/A	457(44%)	N/A	5,861	0%	No	519 (52%)	C	799	0%	No
0%	No	1039(71%)	N/A	208,086	2%	No	987 (9%)	A	100,373	1%	No
13%	No	863(55%)	N/A	1,306,725	17%	No	838 (50%)	A	1,058,987	15%	No
1%	No	1348(54%)	B	383,312	3%	No	1302 (55%)	N/A	1,314,727	13%	No
8%	No	1108(75%)	N/A	854,032	8%	No	1060 (87%)	A	721,898	8%	No
19%	No	1417(47%)	N/A	2,867,521	24%	No	1412 (44%)	A	2,319,049	20%	No
3%	No	1151(35%)	N/A	622,445	7%	No	1154 (35%)	B	485,911	5%	No
0%	No	1427(1%)	N/A	469,348	4%	No	1432 (2%)	C	230,333	2%	No
9%	No	560(74%)	N/A	785,721	13%	No	517 (75%)	B	114,979	2%	No
2%	No	1043(73%)	N/A	1,294,603	13%	No	1021 (75%)	N/A	1,067,637	11%	No
18%	No	942(73%)	N/A	600,474	7%	No	942 (2%	A	0	0%	No
16%	No	915 (25%)	N/A	1,872,873	23%	No	909 (3%)	B	1,302,524	16%	No
1%	No	427(35%)	N/A	57,205	1%	No	452 (2%)	A	50,000	1%	No
0%	No	825(73%)	N/A	9,212	0%	No	900 (1%)	B	2,771	0%	No
0%	No	763(90%)	N/A	237,537	3%	N/A	751 (91%)	A	50,223	1%	No
26%	No	1062 (25%)	N/A	2,591,941	27%	No	1105 (32%)	B	1,416,156	16%	No
11%	No	607(94%)	N/A	-11,829	0%	N/A	707 (90%)	B	2,215,622	25%	No
0%	No	627(95%)	N/A	11,183	0%	No	N/A	N/A	0	0%	No
8%	No	396(N/A)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6%	No	594 (24%)	N/A	50,405	1%	No	626 (23%)	C	46,985	1%	No
-1%	No	1057(27%)	N/A	120,876	1%	No	572 (29%)	B	241,928	3%	No
0%	No	1164 (32%)	N/A	295,920	3%	No	1148 (26%)	C	100,563	1%	No
0%	No	430(9%)	N/A	11,892	1%	No	N/A	N/A	1,818	0%	No
30%	No	1331 (15%)	A	3,730,123	34%	No	1335 (36%)	B	3,389,402	32%	No
4%	No	420 (37%)	N/A	44,976	1%	No	N/A	N/A	N/A	N/A	N/A
1%	No	757 (100%)	N/A	1,053,733	14%	No	782 (100%)	A	264,739	4%	No

Applicant History Worksheet - Addendum B
Innovation Academy of Excellence in Collaboration with Tallahassee State College
Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
				2023-2024					
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
Duval	Duval Charter High School at Baymeadows	1311	Active	313 (48.15%)	B	3,939,445	46%	No	253 (42%)
Duval	Duval Charter Scholars Academy	1231	Active	335 (71.43%)	C	218,591	3%	No	385 (70%)
Duval	Duval Charter School at Baymeadows	1321	Active	698 (53.24%)	B	2,392,159	13%	No	622 (48%)
Duval	Duval Charter School at Coastal	5621	Active	670 (60.31%)	B	8,806,371	58%	No	551 (48%)
Duval	Duval Charter School at Flagler Center	5591	Active	286 (30.52%)	A	1,749,394	14%	No	339 (34%)
Duval	Duval Charter School at Mandarin	5511	Active	403 (47.58%)	B	934,618	8%	No	378 (47%)
Duval	Duval Charter School at Southside	5551	Active	604 (56.77%)	C	1,855,994	13%	No	544 (55%)
Duval	Duval Charter School at Westside	5411	Active	736 (78.72%)	C	1,793,935	14%	No	681 (77%)
Osceola	Four Corners Upper School	152	Active	1,401 (56.2%)	B	1,904,081	14%	No	877 (64%)
Leon	Renaissance Academy	1441	Active	244 (71.3%)	C	366,204	7%	No	248 (80%)
Broward	Hollywood Academy of Arts & Science	5325	Active	654 (57.93%)	A	3,226,987	19%	No	564 (51%)
Broward	Hollywood Academy of Arts & Science Middle	5362	Active	262 (57.46%)	A	3,121,624	51%	No	261 (56%)
Broward	North Broward Academy of Excellence	5161	Active	513 (79.78%)	C	246,069	3%	No	531 (82%)
Broward	North Broward Academy of Excellence Middle	5371	Active	267 (71.97%)	A	1,724,769	37%	No	264 (72%)

Broward	Renaissance Charter Middle School at Pines	5014	Active	323 (71.30%)	B	1,755,421	29%	No	341 (73%)
Palm Beach	Renaissance Charter School at Central Palm	4051	Active	671 (79.22%)	C	3,388,207	24%	No	611 (73%)
Orange	Renaissance Charter School at Chickasaw Trail	185	Active	645 (69.73%)	C	195,740	2%	No	829 (90%)
Broward	Renaissance Charter School at Cooper City	5049	Active	630 (52.46%)	A	2,813,203	18%	No	470 (39%)
Broward	Renaissance Charter School at Coral Springs	5020	Active	927 (61.31%)	A	3,753,673	19%	No	871 (57%)
Orange	Renaissance Charter School at Crown Point	1010	Active	757 (62.77%)	C	4,040,519	27%	No	748 (65%)
Palm Beach	Renaissance Charter School at Cypress	4050	Active	577 (74.36%)	C	2,117,852	16%	No	608 (76%)
Orange	Renaissance Charter School at Goldenrod	33	Active	917 (81.08%)	C	3,029,331	22%	No	866 (79%)
Orange	Renaissance Charter School at Hunter's Creek	204	Active	817 (54.36%)	A	3,604,472	20%	No	836 (57%)
Palm Beach	Renaissance Charter School at Palms West	4000	Active	N/A	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	Active	783 (80.47%)	C	2,099,585	16%	No	778 (80%)
Osceola	Renaissance Charter School at Poinciana	149	Active	879 (77%)	C	1,598,912	15%	No	593 (64%)
St. Lucie	Renaissance Charter School at St. Lucie	711	Active	1,415 (53.9%)	B	1,857,213	11%	No	901 (65%)
Palm Beach	Renaissance Charter School at Summit	4002	Active	839 (79.60%)	C	9,293,256	48%	No	931 (81%)
Osceola	Renaissance Charter School at Tapestry	171	Active	1,420 (64%)	B	3,368,849	21%	No	1140 (81%)
St. Lucie	Renaissance Charter School at Tradition	721	Active	1,147 (33.6%)	C	1,707,585	14%	No	516 (45%)
Broward	Renaissance Charter School at University	5048	Active	1031 (72.50%)	A	5,310,868	26%	NO	969 (67%)
Palm Beach	Renaissance Charter School at Wellington	4001	Active	517 (73.02%)	B	1,959,545	17%	No	541 (76%)
Palm Beach	Renaissance Charter School at West Palm Beach	3431	Active	764 (77.96%)	B	4,008,260	23%	No	847 (86%)
Broward	Renaissance Charter Schools at Pines	5710	Active	622 (75.12%)	B	1,836,619	15%	No	627 (74%)
Miami-Dade	Renaissance Elementary Charter School at Doral	400	Active	876 (41.7%)	A	2,256,153	19%	No	64 (7%)
Miami-Dade	Renaissance Middle Charter School at Doral	6028	Active	441(41%)	A	161,449	3%	No	104 (22%)

Applicant History Worksheet - Addendum B
Innovation Academy of Excellence in Collaboration with Tallahassee State College
Schools Currently or Previously Operated by Governing Board

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
2022-2023				**2021-2022**					
School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
A	3,164,922	44%	No	577 (42%)	A	3,197,174	56%	No	562 (42%)
C	35,317	0.10%	No	548 (90%)	D	49,934	1%	No	568 (67%)
A	1,946,225	11%	No	1221 (35%)	A	603,705	5%	No	1299 (38%)
B	6,880,523	37%	No	1118 (38%)	B	3,643,765	32%	No	1118 (37%)
A	683,420	4%	No	946 (30%)	B	522,262	5%	No	950 (25%)
B	356,696	0.10%	No	814 (46%)	A	471,387	5%	No	897 (34%)
A	997,688	4%	No	1014 (44%)	A	970,847	9%	No	1072 (38%)
C	1,248,264	10%	No	882 (69%)	C	507,817	5%	No	1030 (72%)
B	1,142,726	6%	No	1299 (43%)	B	Not Available	Not Available	Not Available	1306 (40%)
D	277,054	5%	No	369 (78%)	C	529,339	12%	No	420 (86%)
A	1,027,520	4%	No	1110 (57%)	A	150,961	1%	No	1113 (51%)
A	1,921,522	40%	No	457 (58%)	A	1,299,966	36%	No	469 (50%)
C	358,995	0.20%	No	677 (76%)	C	-	0%	No	684 (2%)
B	1,152,972	31%	No	346 (69%)	A	597,104	21%	No	373(3%)

B	613,579	Not Available	No	850 (72%)	A	706,063	18%	No	489(69%)
C	1,421,948	1%	No	754 (89%)	B	22,019	0%	No	749(72%)
C	206,262	1%	No	931 (86%)	C	0	0%	No	970(63%)
A	926,106	Not Available	No	1204 (39%	A	880,927	8%	No	1233(2%)
A	1,868,706	11%	No	1513 (60%)	A	2,194,608	17%	No	1518 (2%)
B	2,529,137	7%	No	1147 (60%)	C	1,058,079	9%	No	1135(56%)
C	257,426	0.20%	No	742 (76%)	C	-	0%	No	737(63%)
C	2,431,983	3%	No	1176 (66%)	C	245,826	2%	No	1183(60%)
B	2,840,723	16%	No	1240 (52%)	A	2,016,163	16%	No	1310(45%)
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	457(44%)
C	130,461	0.10%	No	1053 (79%)	C	11,413	0%	No	1039(71%)
C	1,059,805	10%	No	943 (56%)	B	1,191,963	13%	No	863(55%)
B	247907	0.10%	No	1401 (60%)	B	154,680	1%	No	1348(54%)
C	3123056	20%	No	1131 (25%)	C	984,325	8%	No	1108(75%)
C	2381624	14%	No	1421 (48%)	B	2,376,360	19%	No	1417(47%)
C	559113	2%	No	1161 (37%)	C	313,969	3%	No	1151(35%)
B	313833	0.00%	No	1438 (62%)	A	-	0%	No	1427(1%)
B	2172880	7%	No	833 (78%)	C	867,918	9%	No	560(74%)
A	505421	3%	No	968 (88%)	A	181,121	2%	No	1043(73%)
B	237395	0.20%	No	467 (66%)	C	706,063	18%	No	942(73%)
A	1999762	15%	No	914 (36%)	A	1,386,017	16%	No	915 (25%)
A	201796	1%	No	489 (47%)	A	39,344	1%	No	427(35%)

Applicant History Worksheet - Addendum B
Innovation Academy of Excellence in Collaboration with Tallahassee State College
Schools Currently or Previously Operated by Governing Board

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
2020-2021				**2019-2020**				
School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
N/A	1,458,441	31%	No	499 (38%)	N/A	697,274	19%	No
N/A	202,445	3%	No	579 (63%)	N/A	0	0%	No
N/A	1,443,891	13%	No	1291 35%)	N/A	426,570	4%	No
N/A	2,795,381	27%	No	1097 (39%)	N/A	1,994,334	22%	No
N/A	1,142,414	13%	N/A	901 (30%)	N/A	500,924	7%	No
N/A	1,003,363	12%	No	953 (37%)	N/A	669,858	9%	No
N/A	302,803	3%	No	1012 (41%)	N/A	347,618	4%	No
N/A	744,877	8%	No	992 (56%)	N/A	76,264	1%	No
N/A	858,726	9%	No	1170 (36%)	N/A	418,421	5%	No
N/A	98,977	2%	No	417 (68%)	N/A	0	0%	No
N/A	1,438,288	14%	No	1108 (55%)	N/A	1,919,243	20%	No
N/A	741,343	21%	No	466 (49%)	N/A	250,797	7%	No
N/A	882,692	14%	No	685 (5%)	A	568,778	9%	No
N/A	863,448	31%	No	354 (2%)	N/A	836,206	30%	No

N/A	274,005	7%	No	466 (2%)	C	663,477	17%	No
N/A	3,208	0%	No	774 (85%)	B	1	0%	No
N/A	980,296	10%	No	1046 (2%)	B	762,737	8%	No
N/A	1,169,179	11%	No	1210 (25%)	B	923,928	9%	No
N/A	1,725,871	13%	No	1518 (45%)	A	1,001,587	8%	No
N/A	608,911	6%	No	1077 (5%)	C	1,653,638	18%	No
N/A	383,046	5%	No	745 (63%)	A	676,057	11%	No
N/A	531,026	5%	No	1197 (5%)	A	561,073	5%	No
N/A	2,511,194	22%	No	1187 (3%)	B	1,657,054	15%	No
N/A	5,861	0%	No	519 (52%)	C	799	0%	No
N/A	208,086	2%	No	987 (9%)	A	100,373	1%	No
N/A	1,306,725	17%	No	838 (50%)	A	1,058,987	15%	No
B	383,312	3%	No	1302 (55%)	N/A	1,314,727	13%	No
N/A	854,032	8%	No	1060 (87%)	A	721,898	8%	No
N/A	2,867,521	24%	No	1412 (44%)	A	2,319,049	20%	No
N/A	622,445	7%	No	1154 (35%)	B	485,911	5%	No
N/A	469,348	4%	No	1432 (2%)	C	230,333	2%	No
N/A	785,721	13%	No	517 (75%)	B	114,979	2%	No
N/A	1,294,603	13%	No	1021 (75%)	N/A	1,067,637	11%	No
N/A	600,474	7%	No	942 (2%	A	0	0%	No
N/A	1,872,873	23%	No	909 (3%)	B	1,302,524	16%	No
N/A	57,205	1%	No	452 (2%)	A	50,000	1%	No

ADDENDUM

FF

Supplemental Material

THIS IS TO CERTIFY THAT

Charter Schools USA

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Valid Through 6/30/2026

ACCREDITED
cognia
NCA CASI | NWAC | SACS CASI

Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia